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ABSTRACT

The purpose of this project was to organize an effective, comprehensive, public relations program in a medium size school district and, hopefully, increase the image of the district. The data contained in this report will demonstrate a clear need for the organization of a public relations program, the extent to which an effective, comprehensive program was established, and the resulting improvement in the image of the district. The program was organized following the coordinate model of combining input from local school personnel with that from the central office personnel. Adoption of this program by a small to medium size school district could result in a similar efficient, comprehensive, and relatively low cost public relations program with improved school image. (Author)

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APR 7 1976

ORGANIZING AN EFFECTIVE PUBLIC RELATIONS PROGRAM FOR THE STROUDSBURG AREA SCHOOL DISTRICT

by

THOMAS J. SANTORO

Submitted in partial fulfillment of

requirements for the degree

of

Doctor of Education

Nova University

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Maxi 1 and Maxi 11
Final Report
March 31, 1976

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I. INTRODUCTION

The need today for school districts to establish a public relations program to improve their public image is probably the greatest in history. Schools must make tremendous efforts to improve and broaden their lines of communication with their communities to regain the credibility being lost in scores of districts throughout the nation.

The Stroudsburg Area School District, by all measures available, was in need of the organization of a strong public relations program. A goal to help improve the image of the district by building an effective public relations program was set with objectives established to help reach that goal.

At the beginning of the two year project an opinion questionnaire was given to parents, students and teachers to help determine the direction and emphasis the program should take. A second questionnaire, similar to the first, was then given at the end of the project. The results clearly indicate improvement in the public image of the district, despite bad publicity brought about by a budget crisis.

The coordinate model was used to organize a system of collecting information for publication. The specific coordinate model developed is, perhaps, the most unique feature of this program. A different team of teachers was employed and trained each year to report news on the local school level. They reported to a part-time director who coordinated the local information with the central information in preparing news releases and district publications.

Evidence in this report shows the number of news articles appearing in the press and broadcast over the local radio and television stations have more than tripled during the two years of this project.

The long-range goal of this procedure of employing and training different teachers each year is to eventually have trained a majority of the staff in the value of and techniques for building positive school public relations. Clear, objective evidence of the cumulative results of this rotating system was not complete at the end of this project since only the first group could be surveyed. However, some evidence does exist which gives strong indication that this desired cumulative effect is taking place.

The first school community advisory council in the county was established for the purpose of developing an additional channel of communications with residents of the community. The original committee was selected with regard to geographic location, ethnic background, occupation, and income. This council met monthly and discussed problems community members brought to their attention, brought information back to their local neighborhoods, brought several suggestions to the board of directors, and, on several occasions, took open positions on specific district policies and decisions.

At the start of the second year of the project a decision was reached to publish a district calendar and five district newsletters for the purpose of providing another source of information for parents. Subjective measures show these publications were effective in accomplishing their purpose and in helping improve the district's image.

Despite some very negative publicity caused by a budgetary crisis which necessitated a drastic increase in taxes and the curtailment of several district services, substantial evidence indicates, quite clearly, that the image of the district has improved during the past two years.

II. ABSTRACT

The purpose of this project was to organize an effective, comprehensive, public relations program in a medium size school district and, hopefully, increase the image of the district.

The data contained in this report will demonstrate a clear need for the organization of a public relations program, the extent to which an effective, comprehensive program was established, and the resulting improvement in the image of the district.

The program was organized following the coordinate model of combining input from local school personnel with that from the central office personnel.

Adoption of this program by a small to medium size school district could result in a similar efficient, comprehensive, and relatively low cost public relations program with improved school image.

III. ACKNOWLEDGEMENTS

There are many people who have directly and indirectly contributed to my work with the Nova Program.

The seventeen teachers who participated in the project and helped to establish a fine public relations program are to be commended.

I must make a special thanks to the Stroudsburg Board of Directors for providing the initial incentive and financial support for my participation in the Nova Program and to Samuel O. Wells, III, Superintendent, who granted permission to conduct the project.

Last, but by no means least, I must express my tremendously strong feelings of gratitude, appreciation, and thanks to my secretary, Mary Cramer, who not only typed a good deal of this report on her own, but kept an account of news articles publicized and typed hundreds of news releases. I could not have completed this public relations project without her help and loyal support.

IV. BRIEF REVIEW OF SCHOOL PUBLIC RELATIONS

A. Historical Background

According to Doyle M. Bortner[1] and Leslie W. Kindred[2], school public relations is still a relatively new field of study. The first literature appeared around 1920 and was concerned with the narrow concept of achieving financial support. With the publication of Arthur B. Moehlman's book in 1938, however, a broader concept of school public relations began to take shape. After WW II a surge of books, pamphlets and articles were written specifically concerned with school public relations.

Paralleling the growth and broadening of the concept of school public relations was the growth of the use of communications media for public relations.

Prior to the 1940's few schools demonstrated interest in communicating their message to the public. The economic conditions of these times, therefore, found most schools without public support. They were wide open to unanswered criticism forcing cutbacks in spending for education.[3] The public cried for a return of the 3 r's and elimination of such "frills" as extra-curricular activities, sports programs, shop, kindergartens, etc. However, school personnel were rather slow to learn their lessons in basic human relations, namely, that it is necessary to acquire a group of supporters even if they are not immediately needed so that they will be available when the need does arise. As a result, most schools were again caught without adequate public support when faced with the critical teacher and building shortages immediately following WW II. In most communities the situation of overcrowding and inadequate supplies reached serious proportions before the public was convinced of the pressing need.

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[1] Doyle M. Bortner, Public Relations for Public Schools, Schenkman Publishing Co., Mass., Copyright, 1972.

[2] Leslie W. Kindred, School Public Relations, Prentice Hall, Inc., Englewood Cliffs, N.J., Copyright, 1957.

[3] *Ibid.*, p. 18.

Following the post WW II crisis a few districts began to adopt public relations programs. Yet, again, with Sputnik I, an overwhelming majority of schools found themselves short of public support. However, "Nothing has ever had greater effect upon the schools' awareness of their public image than Sputnik I and its resultant projection of school news on to page one."[4] In their own defense and for their own survival school personnel finally began to turn to public relations to answer the criticisms and accusations made through all the communications media.

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[4] Bortner, loc. cit., p. 4.

All current literature indicates the need for school public relations today is greater than ever."...the educational venture is no longer a 'closed corporation' run by the professionals. The public is becoming increasingly aware of its stake in education and is insisting on a more complete knowledge of the enterprise which so directly affects it."[5] Bortner also states, "One thing is clear. In an era of financial difficulties, instructional innovations, boycotts, strikes, parental and community demands, student demonstrations, and rapid social change, public relations is far more than an administrative frill. Given this situation, it is appalling that it is still regarded as a frill, if seriously considered at all, in some schools and school districts."[6]

The results that can be brought about with an effective public relations program can be found in Albuquerque, New Mexico. Albuquerque is recognized as having one of the finest school public relations programs in the country. In 15 years, from 1950 to 1964, the school board presented the voters with 15 bond issues. The percentages of favorable votes were as follows: 86, 83, 85, 80, 90, 92, 87, 84, 91, 94, 97, 98.7, 98, 98.6, 98. As you will note, it was around the era of Sputnik I, when most schools in the country were under heavy criticism, that the Albuquerque school board received the highest percentages of favorable votes.[7]

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[5] Merle R. Sumption and Yvonne Engstrom, School Community Relations, A New Approach, McGraw Hill Book Co., New York, N.Y., Copyright 1966, p. 2.

[6] Bortner, loc. cit., p. 20.

Even the most casual researcher could find countless criticisms of schools for not developing more sophisticated public relations programs.

B. Definition of Public Relations

It does seem appropriate here to define school public relations. According to Bortner, "...it is a series of planned activities and media through which the schools seek to 1) learn about their community, 2) inform the community about, and interpret when necessary, the purposes, programs, problems, and needs of the schools; and 3) involve the community in planning and evaluating school policies and progress."[8] Kindred says, "School public relations, then, is a process of communication between the school and community for the purpose of increasing citizen understanding of educational needs and practices and encouraging intelligent citizen interest and cooperation in the work of improving the school."[9] A school public relations program, stated very briefly, is a method of 1) informing the public, 2) seeking out public interest and needs and 3) involving the public in policy and program development.

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[7] Robert Olds, "Pitfalls in School Public Relations," Public Relations Gold Mine, Vol. 7, Nat'l. School Public Relations Association, Washington, D.C., Copyright 1965.

[8] Bortner, loc. cit., p. 5.

[9] Kindred, loc. cit., p. 16.

C. A Few Basic Concepts

There are certain concepts which are basic to any successful school public relations program. All techniques, tactics and actions involving public relations should be selected because they implement ideas and concepts which are considered to be essential to a successful school public relations program. Some concepts which are generally considered important to a good program are:

1.) School public relations should be based on the premise that the public schools belong to the public. Although all public employees recognize this fact, most professional educators either ignore or forget it. The people, usually through their elected representatives, although sometimes directly, have the power to establish school policy.

2.) School public relations should be a two-way system of communications between home and school. It appears only through two-way communications can opportunities be their greatest for correcting misunderstandings before they reach crisis proportions. This type of communications network can also aid in determining how the school's messages are being perceived.

3.) School public relations should include formal and informal personal contacts between school personnel and community members. Although personal contacts can create good or ill will very rapidly it is very critical for the success of a public relations program. The task here, to assure the continual improvement of good will from personal contacts, is to appraise all staff members of the fact that they may often be perceived differently by the receiver of their message and to be conscious of how they communicate their message.

4.) School public relations should enlist participation from community members in school policy and program development. Involvement also results in responsibility. Community members who feel a sense of involvement and responsibility will generally be more supportive of the school policies and programs.

5.) School public relations should take into account the varying numbers of publics with which it must deal. Publics for example, can be divided by vocational groups ranging from unskilled labor to professionals, ethnic and religious groups, income groups, age groups, etc.

6.) School public relations should be a very carefully planned program. This will help avoid sporadic publicity only when needed or only in response to a crisis situation.

7.) School public relations must be honest. This concept is a matter of ethics, legality and practicality. Once the schools are perceived as being dishonest it may take years to regain public support.

8.) School public relations should present information rationally. It should be presented in an objective and unemotional manner. If consistantly presented in an emotional or sensational manner it is likely to weaken the support of the intelligent citizens.

9.) School public relations programs should cover all parts of the educational program. The recipients of this information have been perceived as having interests only in the areas of budget, buildings and sports. However, there seems to be a large number of community members who are very interested in the academic and vocational curriculum.

10.) School public relations should communicate to all publics. The information should be adjusted so that the public for which it is intended comprehends the message being sent. Since information is generally directed at the total community it is important to gear the language or visual material to the group with the most limited vocabulary or intellectual ability.

11.) School public relations programs should have established machinery to hear and respond to differing and critical opinions. With a two way communications system with various publics it seems obvious criticism will be forthcoming. It seems wiser to expect and plan for these to avoid emotional or "crisis" replies.

12.) School public relations should actively involve every member of the staff in the program. To many community members, the school staff members whom they know personally, represent the schools. It seems obvious, therefore, that a good public relations program should provide for a carefully planned in-service program for instructional and non-instructional staff members. [10]

D. Summary

Even today, School Public Relations is still a relatively new field of study. Despite the extensive history of evidence showing the need for building and improving school public relations programs, most school districts still consider such programs as frills and assign low priority and funds to them.

Public relations is a system of two-way communications. In this case, between the school and its many publics. This communication must not be limited to information exchange but must actively involve both parties.

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[10] Bortner, loc. cit., p. 21-28.

There are a few basic concepts that are inherent to the success of any school public relations program. All actions and activities involving public relations should be based on these concepts.

V. THE PROBLEM: VERY WEAK PUBLIC RELATIONS PROGRAM

A. Brief Background Information

The Stroudsburg Area School District is located in a rural area at the foot of the Pocono Mountains of Pennsylvania. The district has a total pupil enrollment of 3,601 and serves a community population of approximately 18,000.

Although only 1½ hours from New York City and 2 hours from Philadelphia the general tenor of the community is still basically conservative. I believe this is due, in part, to the fact that these two large urban centers did not have easy access to the Poconos until the completion of two-four lane highways seven years ago.

The average income is somewhat below the state norm and tourism has grown to become the major industry of the area. The wealth of the district per pupil is above average because of the resorts and expensive summer estates. The tourist trade is also responsible for the extremely high land value. However, the actual ability of the regular local residents to support the schools is below the state average.

There exists a local newspaper and radio and television stations.

B. Statement of the Problem

The problem which I attacked through this project was that the Stroudsburg Area School District had a very weak public relations program at a time when, according to Bortner, Kindred, Hand, and all current experts, the need for an effective program is presently the greatest in the history of public education.

This problem becomes even more accute when one takes into account the fact that the community's image of the schools is directly related to the school's efforts to inform and involve them in the school business.

1. Evidence of the Weak State of the Program.

The need for an effective public relations program for the district prior to the completion of this project can be illustrated through the following documentation.

The total number of news items appearing in the Pocono Record, our local newspaper, from October 1, 1973 to March 30, 1974 was only 47. This figure includes announcements of scheduled board meetings, PTA meetings, committee meetings, and student activities as well as the monthly menu. The total number of news items given to Blue Ridge Television, Channel, 13, during this same time period was 2. The students made 24 additional broadcasts, making a total of 26.

The total number of news items or events aired over the WVPO radio station during this time period was approximately 50. I have no exact figure for items broadcast over the local radio station because I live out of broadcast range and no record of the exact number of broadcasts was available.

As further evidence of the state of our public relations program prior to March of 1974, I have signed statements from Mr. Ronald Bouchard, editor of the Pocono Record newspaper, Mrs. Ora J. Hoffman, program director of Blue Ridge Television, and Mr. Marvin Steward, program director of WVPO radio. Copies of these statements, exactly as they were turned in to me, are enclosed with this proposal. (Appendix D)

Dr. Thomas J. Rookey of East Stroudsburg State College, a recognized expert in statistics, tests, and measurements, is under contract with the state of Pennsylvania to develop a model for conducting needs assessments. Stroudsburg was the first school district in the state to use Dr. Rookey's model in conducting a comprehensive needs assessment. One hundred eighty-nine parents, 189 community members, 189 teachers, 189 students, 9 administrators and 9 board members were surveyed.

Based on the opinions of all groups surveyed, the discrepancy of what is and what should be was determined to be a need. The greater the discrepancy, the greater the need. The 10 top priority needs were ultimately identified. Based on the data available, Dr. Rookey has concluded that 7 of these 10 needs simply require improved communications between the school and community be met.

2. Proposed Reasons for the Weak Program

I really cannot assign blame or responsibility for the existence of such a poor program in Stroudsburg. With increasingly aggressive boards of education parallelling increasingly militant teacher groups, superintendents use nearly all their energy maintaining, defending, and/or improving the basic educational program. This, in addition to shouldering the grotesquely increasing responsibilities of running a school district have prevented most superintendents from initiating truly effective public relations programs. Stroudsburg is also too small for a full time public relations person.

The reasons for the ineffectiveness of the program, as I have examined it, are that: 1) No one person was responsible for mounting a concentrated effort for establishing, building and maintaining a program, 2) Community members had never been involved with a formal two-way communications system, and 3) Teachers and other staff members had never had even the most modest training or information regarding the importance of and techniques used for establishing good relations with the community.

C. Summary.

All existing evidence points to the fact that the Stroudsburg School District has a very weak public relations program at a time when the need for increased communications through such a program is at its greatest.

Lack of interest and knowledge of good public relations practices on the part of the board, administration and staff and the fact that no one had ever been assigned the responsibility for establishing a good, strong program are the reasons such a very weak public relations program existed.

VI. THE GOAL: TO ORGANIZE AND ESTABLISH A COMPREHENSIVE, EFFECTIVE PUBLIC RELATIONS PROGRAM........

The goal that was stated in the proposal was to "...improve the public relations program in the Stroudsburg Area School District through increased releases of information, programs and activities, community involvement and teacher training." The original goal, as stated, made no mention of the school's image and did not have a list of objectives to help achieve that goal. More accurately stated, the general goal was to organize and establish a comprehensive, effective public relations program over a two year period which may ultimately help to improve the public's image and support of the school district.

A. Objectives Used to Achieve The Goal:

1. To establish a part time public relations director with responsibility to coordinate the program. This director would have responsibility for all aspects of the program and will devote no more than 25% of his time to public relations activities.

2. To directly involve and train staff, through a unique system, in good public relations techniques and practices.

This was, perhaps, the most unique part of the program. In lieu of traditional in-service training sessions, small groups of staff members were trained on a rotating basis. The cumulative affects of this procedure is to eventually give the entire staff intense training in good public relations techniques and practices.

3. To increase the number of news releases submitted, printed and broadcasted. The primary tool that will be used to accomplish this objective will be through the teacher trainees.

4. To increase information to the community through district prepared publications.

An annual activities calendar and five newsletters were planned for the second year of the program.

5. To directly involve community members in this communications process.

A community advisory committee was organized to achieve this objective.

6. To directly involve students in the public relations program.

The major involvement of students would be through the creation of a televised student speak program which was broadcast over the local television station weekly.

B. Evaluative Tools Used to Assess Achievement of the Goal.

There were four evaluative tools originally planned to help determine the degree to which the objectives and goal were achieved. However, when our district received a great deal of bad publicity resulting from a serious budgetary problem, I decided that one of the tools, an opinion questionnaire, might not yield fair and accurate results. A fifth tool was therefore used to help compare Stroudsburg's public relations program with other programs in Pennsylvania.

1. Opinion Questionnaire

An opinion questionnaire, which must be considered subjective, was administered to parents, students and teachers in March of 1974 and followed up in January of 1976. A comparison of the results was made to help determine whether the image of the district had, in fact, improved. (Appendix A)

2. Teacher Questionnaire

A very brief questionnaire is to be administered to each group of teachers participating in the program. The groups are then to answer the same questions one year after completing the program. Although this tool is composed of objective questions, it must be considered subjective in that it will be used to help determine the cumulative effects the program is having on increasing staff awareness of, participation in, and importance afforded to public relations. (Appendix B)

3. Accounting of News Releases Submitted and Publicized.

An accounting of news releases submitted and printed was made. The purpose of this objective measure, quite obviously, is to determine the effects our efforts are having on increasing news releases and publicity to local residents.

4. Expert Opinions

Members of the media were contacted at the start of the program and asked to comment, in writing, on the state of Stroudsburg's public relations. They were again asked to comment on the state of the program at the completion of this project. I would consider this a subjective measure. (Appendix D)

5. Public Relations Program Survey

Since I was not certain how useful the opinion questionnaire would be after our budget problems I decided to conduct a survey of 94 school public relations programs in the state of Pennsylvania. This survey, with the exception of question #5, was objective. (Appendix C)

Although references to the survey were made in several chapters of this report, it will be discussed fully in a separate chapter.

C. Summary

I must begin here by noting that I am fully aware of the difficulty of evaluating the true success of a public relations program because a heavy emphasis must be placed on the changed attitude and opinion of the clientel we serve. There are few, if any, absolute objective measures that can be applied to assess real changes in attitudes and beliefs. The primary tool used to determine the change in attitude needed to realize an improved school image was the opinion questionnaire.

All six objectives as well as that part of my goal dealing with the establishment of a public relations program can be measured by application of objective evaluative tools.

The original assumption made was that, if all the objectives were achieved the goal would also be achieved.

There is enough objective evidence in my report to show that all six objectives were met. This, along with several subjective measures, will further show that the goal was met. The achievement took place over a 2½ year period, beginning with a research of literature in October of 1973 and culminating with this report in March of 1976.

VLL. INITIAL STEPS OF IMPLEMENTATION

A. Preparation for Gaining Approval for the First Year of the Program

1. Research Literature - Be Prepared!

Early in 1973 I began searching for a project of the magnitude that would be worthy of a combined Maxi I and Maxi II practicum. In my search for a major need of the school district I came upon what I perceived as a complete lack of a public relations program. Through my subsequent research I found that all school districts had public relations programs. Some were well organized and others were very weak with no direction. Non-the-less, in my subjective opinion at that time, Stroudsburg seemed in serious need of an organized, well conceived program.

I began collecting data in October of 1973. Members of our local media were contacted for their opinion of the state of our public relations program.

An accounting of news articles was made to gather evidence attesting to the poor state of the program.

2. Work Directly with the Superintendent and Board

The superintendent was initially approached in November of 1973 with a very sketchy outline of my proposal. He acknowledged the fact that we had a weak program but declined to give me the full green light.

He suggested I see him again after the information I had was more complete.

A research of most of the literature was completed by March of 1974. Although the entire proposal was not yet in written form, a comprehensive outline was done and I again approached the superintendent. This time he greeted the proposed program with a great deal more enthusiasm. He said that, since there were funds needed to implement the program I would need board approval. He suggested I contact several board members to get their opinion before a formal presentation was made and formal board action taken. He also assured me he would recommend adoption of the program.

It later proved to be a wise suggestion to have me meet informally with board members. They expressed their complete approval of the proposed program, except for one major procedure. My original plan was to employ and train nine teachers as permanent local school public relations specialists. Board members across Pennsylvania, however, were still smarting from the repercussions of act 195, the Public Employees Bargaining Law, and our board members were reluctant to organize another potential bargaining unit. Since there was no way I could run two schools and a public relations program single-handedly I went back to the drawing board to devise an alternative. The result was a change in the proposal to train and employ different teachers each year. This change actually became the most unique part of my program. My premise was that it would have the effect of establishing a mechanism of acquiring news at the local school level by local personnel and, at the same time, have the cumulative effects of eventually training a majority of the staff in the value of, techniques for, and basic concepts necessary for establishing good public relations.

The board of directors unanimously approved the amended proposal and I was on my way.

B. Preparation for Gaining Approval for the Second Year of the Program

I learned from the superintendent that I had to make another presentation to the board of directors to gain approval for the second year of the program. This presentation was to take place in April but was postponed until May. May was the month we were first hit with the very real possibility of a tremendous tax increase. I was, therefore, rather apprehensive about approaching the board of directors with a request to increase the budget for the public relations program to cover the added costs of preparing district publications.

Fortunately I had kept an accurate account of the

SCHOOL COMMUNITY-RELATIONS PROGRAM
PROPOSED BUDGET
1975-76

Salaries for 9 teachers		$2250.00
Film and supplies		950.00
	Total	$3200.00
Publications		
Annualbulk mailing fee		30.00
Annual calendar		1600.00
Postage for calendar		80.00
Newsletters-6 per year		1250.00
Postage for newsletters		450.00
Service contract for addressograph and multigraph		250.00
Plates for addressograph		20.00
	Total	$3680.00
Pen SPRA In-Service		
10 Staff to Phila.-2cars-200 mi. @ .15¢		60.00
9 Substitutes @ $33.33		299.97
10 Registrations @ $15.00		150.00
	Total	$ 509.97

A. The absolute minimum budget needed to execute a program of releases to the press is: $3200.00

B. A modest budget which would provide for the expenses of an annual calendar and 6 newsletters to be mailed home in addition to news releases for the media is: $6880.00

C. An ideal budget which would include press releases, printing and mailing of an annual calendar, 6 newsletters and attendance of 1 administrator and 9 teachers at a Pen SPRA workshop is: $7389.97

Table 1.

number of news releases that had been submitted by the teacher representatives. This information, along with costs for the first year of the program and anticipated additional costs for district publications, was placed on transparencies instead of using a written report. I also displayed 15 - 20 calendars and newsletters from other districts.

They were then presented with three proposed budgets and what each would buy. (See table 1) They unanimously approved the program with adoption of budget B.

C. Summary.

One of the major points to be drawn from this discussion is that you cannot be over-planned when making a report or presenting a proposal to most superintendents and boards of directors. Never - ever make an emotional plea for acceptance of a report, proposal, or program. Most boards are turned off to this type of presentation in todays world of facts, figures, ailing budgets, negotiations, and strikes.

Know what you're talking about. Do your homework. If possible, and when necessary for approval, ask the superintendent to let you make your own presentation to the board. Make the presentation in a factual, unemotional manner and substantiate your statements with evidence from experts when possible.

Another recommendation I can make is that, when making a presentation, you do not rely on a large volume of printed material in the hands of the board. Most conscientious board members must read through as much as several hundred pages of printed matter to adequately prepare themselves for board meetings. The brief six page outline (Appendix E) used in my presentation was extremely effective in making the final presentation and winning approval for the first year of the program. The second year approval was granted after a short, but factual, transparency presentation.

The fact that the board had not only funded this program for a second year but actually approved increased expenditures during a serious budget shortage should give some indication as to the probable effectiveness of the manner of presentation.

VIII. USE OF THE QUESTIONNAIRE IN SURVEYING OPINIONS AND ATTITUDES

A. Importance and Value of a Questionnaire

"The questionnaire is one of the most effective means of determing public opinions and attitudes. It can also be used quite effectively to determine opinions and attitudes of students and staff. Questionnaires can be used to judge the value or worth of a program as well as helping to determine weaknesses that exist."[11]

In using the questionnaire the problem of how many persons to involve to get a good sampling will inevitably evolve. Hand suggests that in a small school system every pupil and parent should be included and in larger systems a random sampling may be made by selecting the names of every third or fifth pupil (or parent) from an alphabetical roster.[12]

Kindred suggests that although there are many merits of a parent questionnaire, the usual small return will yield results which are not as accurate as they could be. He further implies that if and when the return is high the results can be highly significant. Even when the returns are small they furnish the school with information which otherwise it would not have.[13]

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[11] Bortner, loc. cit., p. 240-41.

[12] Harold C. Hand, What People Think About Their Schools. World Book Co., New York, N.Y., Copyright 1948, p.73.

Questionnaires can contribute to school public relations programs by developing relatively accurate pictures of 1) The general degree of understanding of and satisfaction with the schools, 2) The general degree of understanding of programs, policies and procedures , 3) The degree of understanding and attitudes of various community segments based on age, sex, occupation, income, children in school, specific schools, etc., 4) Public readiness to support programs and innovations, 5) The popularity and effectiveness of various public relations media and techniques.[14]

B. Purposes of the Questionnaire Used in this Project

An opinion questionnaire was administered to parents, students and teachers in June of 1974; before the public relations program was organized.

There were basically two purposes for the questionnaires used for this project. First, the results were to give some indication as to the weaknesses that might have existed with our total educational program. This information would then be used as an aid in helping to determine the areas in which our public relations efforts should be concentrated.

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[13] Kindred, loc. cit., p. 58-60.

[14] Bortner, loc. cit., p. 241-42.

Since the parents, students and teachers responded to similar questions we would have additional information concerning misconception and/or misunderstandings. This could also be used in helping give our efforts some direction. Second, the same questionnaire, with a different design and foremat, was completed in January of 1976. The comparison of the responses of the two questionnaires was used as one of the tools to evaluate the possible affects the program had in changing attitudes and beliefs about the district.

C. Design of and Procedures for Using the Questionnaire

1. Design of First Questionnaire

An attempt was made to make this first series of questionnaires as complete and easy to respond to as possible. After reviewing several samples of questions, I designed three sets of questionnaires. My purpose was to provide each parent, student, and teacher with a questionnaire that could accommodate responses for all three levels; elementary, middle and high school. A sample is on table 2 with the complete questionnaire in appendix A, parts 1, 2, and 3.

Please do not sign

School(s) child/children attend (one form can be used for all schools and all students)
Elem.____________
Mid. ____________
High ____________

PARENT QUESTIONNAIRE

Part II

1. What do you think of the education program?

	Excellent	Fair	Poor	Don't Know
Elem.	______a.	____b.	____c.	________d.
Mid.	______a.	____b.	____c.	________d.
High	______a.	____b.	____c.	________d.

2. What do you think of the administrative staff of the Stroudsburg School System?

	Excellent	Fair	Poor	Don't Know
Elem.	______a.	____b.	____c.	________d.
Mid.	______a.	____b.	____c.	________d.
High	______a.	____b.	____c.	________d.

Table 2.

a. Procedures for distribution and collection

Our high school print shop printed the questionnaires which took three weeks. Three thousand parent, three thousand student and two hundred fifty teacher questionnaires were printed.

The parent questionnaires were sent home with each student. The student questionnaires were administered to all students from grades 4-12 by their classroom teachers and each teacher was given a copy to be completed.

It was presumed the returns from the elementary parents would be high, the middle school somewhat lower and the high school returns very low.

In an effort to increase the returns of the high school questionnaires, a meeting was held with the student council members. The complete public relations program was explained to them as well as the purposes of the questionnaire. They were then asked to distribute parent questionnaires in their own homerooms and make a plea to have the students bring them home and return them to the school office.

Parent questionnaires were sent out on June 5, student questionnaires on June 6 and teacher questionnaires on June 6, 1974. All completed questionnaires were picked up in the building offices on June 12, 1974.

b. Returns of the first questionnaire

Although a surprisingly low 38 high school parents returned the first questionnaire, the calculation of the results were based on nearly 400 responses. This was due to the fact that parents of students in the elementary, middle and high school had to return only one form covering all children in all schools. Since elementary students are traditionally more conscientious about returning items

PARENT QUESTIONNAIRE

First Questionnaire: (Part A)				Second Questionnaire: (Part B)			
School	Distributed	Ret'd	% Ret'd	School	Distributed	Ret'd	% Ret'd
El. S.	1331	829	62.3	El. S.	951	464	48.8
M.S.	895	366	40.9	M.S.	592	89	15.0
H.S.	434	38	8.8	H.S.	489	90	18.4
Total	2650	1233	46.5	Total	2032	643	31.6

Table 3

STUDENT QUESTIONNAIRE

First Questionnaire: (Part A				Second Questionnaire: (Part B)			
School	Distributed	Ret'd	% Ret'd	School	Distributed	Ret'd	% Ret'd
El. S.	267	262	98.1	El. S.	243	216	88.9
M.S.	851	645	75.8	M.S.	565	514	91.0
H.S.	825	771	93.5	H.S.	541	430	79.5
Total	1943	1678	86.3	Total	1349	1160	86.0

Table 4

TEACHER QUESTIONNAIRE

First Questionnaire: (Part A)				Second Questionnaire (Part B)			
School	Distributed	Ret'd	% Ret'd	School	Distributed	Ret'd	% Ret'd
El. S.	65	46	70.8	El. S.	58	38	66.0
M.S.	65	36	55.4	M.S.	61	35	57.4
H.S.	63	15	12.8	H.S.	60	15	25.0
Total	193	97	50.2	Total	179	88	49.2

Table 5

PARENT QUESTIONNAIRE

Please do not sign.

Please check the school Elem. K-4___
your child or one of your Mid. 5-8___
children attend High 9-12__

In reference to the school you indicated above please answer the following questions. When you do not know the answer or when you have no opinion leave the item blank.

1. What do you think of the educational program?

Poor___Fair___Excellent___

2. What do you think of the administrative staff?

Poor___Fair___Excellent___

Table 6

to home and to school, most questionnaires were returned to the elementary schools.

Returns from elementary parents ran 62.3% and 40.9%, from middle school parents. (Table 3, Part A)

Returns from the elementary students ran at 98.1%, using only grade 4, 75.8% from the middle school, grades 5-8, and 93.5% from the high school, grades 9-12. (Table 4, Part A)

Percentage of returns from elementary teachers was 70.8%, middle school teachers 55.4%, and high school teachers 23.8%. (Table 5, Part A)

c. Problem of compiling statistics and design error

After the questionnaires were returned in June, a problem became painfully apparent. There had not been sufficient provisions made for compiling the statistics on nearly 80,000 responses. It was soon learned what a monumental task this would be. Had the module in evaluation been completed prior to the writing of the proposal and the completion of the first questionnaire, not only would the design have been different, but a random sampling of the parent and student groups would have been used. I might have seriously considered computerizing the questionnaire.

Fortunately, in this case, the Federal government was sponsoring a student summer work program. Three of these students were made available, free of charge, to the school district. Since the design of the questionnaire allowed for multiple responses to all questions, over one-third of the forms had to be handled several times. As a result, it took these three students eight weeks, July 1 until August 23, just to tally the responses on a master sheet.

Another design error was in the provision for "no-response" or "don't know" answers for some questions and not for others. Questions #1, 2, 8, 9, 10, 12, 13, and 14 had provisions for no-response. The percentages of these questions were calculated on the 'total' number of returns whereas the percentages of the other questions were based only on the number responding to each individual question. In order to make a fair comparison, the percentages of the second questionnaire were completed in the same manner. Where "no-response" was provided for and used in the calculations of the first questionnaire it was also provided for and used in the second questionnaire. Although this posed no serious problem as to the usefulness of the questionnaire in helping determine the success of the program, it was rather cumbersome and awkward to work with.

2. Design of the Second Questionnaire

I was fortunate to be able to work with Dr. Thomas J. Rookey of East Stroudsburg State College, (mentioned earlier in this report) in re-designing the second questionnaire so that it could be computerized.

A sample of the second questionnaire, (Table 6), shows that it was condensed and made much simpler to complete and to calculate, while still retaining the same questions. A complete set of the second questionnaire is included in appendix A, parts 4, 5, and 6.

The order of the responses was changed in the second questionnaire. According to Dr. Rookey, statistics show that, wherever possible, responses should flow from the negative to the positive in a left-right direction. He also felt that since part (I) had no practical use, it should be eliminated. Use of the word "excellent" for a response has also been proven to be a less than satisfactory choice since most people are rather reluctant to assign an excellent rating to anything. However, since this response was used for the first questionnaire it was felt a comparison of the results would be less valid if the word "good" was substituted. The questions were also re-arranged so that those requiring similar responses (no--yes, poor--fair--excellent--) were grouped together on each side.

This was done to make it easier for the key-punch operator to punch the cards to be fed into the computer.

Questions 15 and 16, although rather redundant, were retained simply because it was felt they could not be re-worded yet still be compared to the same questions on the first questionnaire. An error in the wording of question 16 of the second student questionnaire voided that question.

Copies of the revised questionnaire were brought to our Vocational-Technical School so that a program could be written.

a. Procedures for distribution and collection

Our print shop was, again, responsible for printing the second questionnaire.

Although the percentage of returns of the elementary parent questionnaires was high, it was felt we had to use a different method to try to get a higher response in the middle and high schools. We decided to mail the second questionnaire to middle and high school parents. Using our mailing labels, we were able to ensure every parent in the district had an opportunity to respond to at least one questionnaire. Parents were asked to return the completed questionnaire with their child or mail it directly to me at the Ramsey or Morey School.

Instead of using the entire student body, it was felt a fair representation could be achieved by distributing the questionnaire to students in grades 4,6,8,10 and 12. All teachers were surveyed. The completed questionnaires were then collected from all school offices on February 9, 1976.

b. Returns of the second questionnaire

The returns of the second parent questionnaire, although slightly better in the high school, were down in both the elementary and middle schools. Part B of Table 3, page 36, shows the elementary returns dropped from 62.3% to 48.8%.

I believe this was caused, in part, by the fact that the first questionnaire was sent home with each child, not to each parent. Many households received three or four questionnaires and may have returned more than one. This may have caused the first percentage of returns to be higher than they should have been.

Part B of Table 3 also shows a dramatic decrease in the percentage of middle school returns. Here, the returns dropped from 40.9% to 15.0%. The only possible explanation I have that might explain this substantial drop is the fact that half of the middle school students, grades 5 and 6, were housed in the elementary schools when the first questionnaire was distributed in 1974. Although we were officially organized K-4, 5-8, and 9-12 at the start of the 1973-74 school year, the middle school building was not yet completed. The questionnaires that went home to the 5th and 6th grade parents were returned to the elementary schools. When the second questionnaire was distributed in 1976, grades 5 and 6 were housed under the same roof as grades 7 and 8.

Even though no objective evidence exists to support this statement, I believe the percentage of returns of the first questionnaire would have also been lower if grades 5 and 6 had been housed in the middle school building.

The face value of our efforts to increase returns by direct mailing certainly indicates a failure. However, the many variables mentioned must be considered when interpreting the results. I firmly believe that, all things being identical for both questionnaires, the direct mailing would have increased returns.

The percentage of returns of the student and teacher questionnaires, as illustrated by part B of Tables 4 and 5, were not substantially changed.

c. Compiling statistics for the second questionnaire

All of the questionnaires were sorted according to school and brought to our area Vocational-Technical School on Friday, February 13. Three key-punch operators punched the results onto cards and I picked up the print-out (Appendix A, Part 8) Thursday, February 19. Where it took three girls eight weeks to hand count the responses on 3,008 questionnaires, it took those three key-punch operators less than three days to do 1,891. The savings in time and man hours alone was monumental.

The statistics of the second questionnaire were compiled in the same manner as those of the first series in 1974. Where provisions were made for considering no-responses in the first questionnaire, the same provisions were made in computing the percentages for the second. The percentages of questions 1, 2, 7, 8, 9, 12 and 13 on both questionnaires (Appendix A, Part 7) were computed on the total number responding to each individual question, not on the total number of returns.

D. Budgetary Problems Influencing the Results of the Questionnaire

Before coming to the results of the two questionnaires, I feel it essential to discuss a series of events which were more damaging to the image of the school district than anything else in its history and could have adversely affected the results of the second questionnaire.

Due to the well intended reluctance on the part of the board of education to increase tax millage, there had been no real estate tax increase for five years. In just one year, however, the cost of building a new middle school, an error in the transportation budget, the inflated costs of materials and supplies, and guaranteed increased costs for 1975-76, the administration and board were forced to present the district taxpayers with a proposed 25 mill real estate tax increase in May, 1975. Few, if any, of the district residents took into account the fact that the board had not raised taxes during the previous five years, a time period that saw school districts across the nation facing taxpayers with whopping increased taxes. They were, understandably, concerned only with the prospect of a huge one year increase in taxes during a very hard year of inflation and economic hardships.

The board decided to hold several open, public budget meetings, even though voter approval of school budgets is not necessary in Pennsylvania. Each of these meetings was attended by over 500 enraged community members who were rather vocal and loud in suggestions on how to cut the budget. The tension of the first meeting nearly approached a violent level. As I sat at these meetings, listening to the most derogatory, insulting, ignorant comments I have ever heard in public, I began to wonder if it was all worth it. At one meeting the president of our teachers' association even jumped on the band wagon in criticizing the board and administration. His effort was an attempt to win public support to prevent the furloughing of professional staff members.

The final budget consisted of imposing a 12 mill tax increase, several nuisance taxes, the closing of one school, the furloughing of 10 teachers and 22 aides, curtailment of several special programs and the elimination of a $24,000 noon kindergarten busing service.

Of all the budgetary cuts made, the one eliminating the noon kindergarten run proved to be the most devastating. Ninety percent of the parents affected have their first child in school and were very emotional about having the service curtailed. Many of them became further incensed when a full-time kindergarten was later formed in one building, in addition to the existing program. This class was started to accommodate approximately 12 to 14 parents who could not provide their own transportation. The additional kindergarten, taught by an inexperienced teacher and with inadequate supplies, was then dubbed an "experimental program" to determine the effects of a full day kindergarten for children in Stroudsburg. A further fact of common knowledge was that, through an error in calculation, more than $150,000 of extra funds was found in the budget. Although the board of directors did begin providing transportation during the last week in January to continue through the winter season, feelings are still running very strong about the curtailment.

Let it suffice to say that, in the eyes of nearly 200 parents, the image of the school district might be substantially low.

Equipped with all the information of the events that had transpired, I did not look with a great deal of enthusiasm toward the prospect of having to demonstrate the success of a public relations program through the results of an opinion questionnaire.

In light of this budgetary crisis we experienced I felt this young public relations program, if measured by the two questionnaires, would be considered extremely successful if the results of the second questionnaire were to remain basically unchanged from the first results. It will be demonstrated in the following pages of this report that the results actually showed indication of improvement giving some rather clear evidence of the success of the public relations program established.

E. Comparison of Results

A very brief examination of the comparison of percentages, (Appendix A, Part 7) will give one very obvious conclusion. Parents, students and teachers placed a comparatively low rating on the high school in nearly every area. Questions number 1, 2, 4, 5, 8, 9, and 13 give some evidence as to the relatively low opinion parents, students, and teachers held of our high school.

After discussing this with the superintendent, it was concluded that two situations could account for the relatively low rating.

There appears to be a general, rather wide spread, national dissatisfaction with schools and the educational process, usually beginning with junior high and growing much greater through high school. The second situation to account for the low rating could be a poor local educational program with little relevancy or personalization. The low rating for our high school could be attributed to either of these situations or a combination of both.

In order to help improve the image of our high school, a great deal of emphasis was placed on publicizing the many positive activities and exemplary programs and people we have in the school. For example, over the two years of the project, there were 8 television specials, not including 75 student speak broadcasts, scores of positive articles printed and broadcasted, exclusive of sports, and one entire newsletter devoted to the high school programs and people. (copies of the actual newspaper clippings are on file and available upon request)

It was my contention that a planned system of communication of information "with" the community would improve their image of the district in all areas.

An analysis of the percentages in part 7 of appendix A gives evidence that, despite the budgetary crisis and the bad publicity we received, the image of the district appears to have actually improved, even though questions 3, 7, 13, and 18 showed a slight increase in negative responses. Increases in positive responses to questions 1, 2, 4, 5, 8, 9, 14, 15, and 16, although not dramatic in every case, do give evidence to support the notion that the public relations program may have had a positive effect on the image of the school district. Substantial increases in parent and teacher positive responses to question 15 and 16 were especially heartening in that they dealt specifically with communication and give even more direct evidence as to the success of the program. There were numerous positive written references to the newsletter which were returned with the questionnaires which will be discussed in a later chapter.

F. Summary

The questionnaire, if designed and used properly, may be one of the best methods of determining public opinions and attitudes of programs, policies, and personnel. You may actually get a more accurate picture of the public's true opinion with a questionnaire than through face-to-face contact because of the many human elements involved.

The questionnaire I designed and used, although sufficient for my comparative purpose, was rather cumbersome and awkward to use.

I would very strongly suggest that anyone considering using a questionnaire who does not have a strong background in statistics should consult an expert. He will not only be able to design the questionnaire in a foremat that has been statistically proven to elicit greater and more accurate responses but may also help with the wording so that it will not confuse or influence the reader.

I would further suggest that, unless you have access to a computer and your questionnaire can be programmed for a quick count of the results, you use a random sampling. This will save you hours of needless work and frustration.

I believe a comparison of the results of the two questionnaires will show enough evidence to safely conclude that the general image of the district has improved over the past two years. The modest increase observed purely at the face value of the statistics takes on much more significance when recalling our Spring budgetary crisis. When that crisis is considered in the interpretation of the results, the apparent increase in the district's image becomes more dramatic.

IX. BASIC EQUIPMENT

A. Importance and Value of Equipment Selected for the Project

Through a rather exhaustive research of the literature on school public relations, I could find no reference to the basic equipment that is needed to carry out an effective public relations program.

I would think this is due, in part, to the fact that the selection of equipment is directly related to each individual program and would have to be chosen just for that program.

Anyone wishing to establish a coordinate public relations program will have to give some rather important consideration to the equipment that will be needed at the local level. Unlike a traditional program when one individual or central staff is responsible for searching out and writing news releases, the coordinate model emphasizes a balance between local and central news reporting. Since the program I have established through this project has a rather unique feature, I felt it necessary to discuss the basic equipment that was selected exclusively for the public relations program.

Each teacher participant in the program should have a camera in his or her possession to take pictures of events which will help make a news release more interesting or more clear and understandable. Some experts might argue that each teacher does not need a camera; that pictures can and should be taken by a trained photographer, either district employed, a trained student or one from the media. However, if a heavy emphasis is to be placed on the true importance of local school news it is essential that the persons who are doing this reporting have the equipment to do the job.

The program discussed in this report uses teachers from each school as local reporters. Many news-worthy events occurring at the local school level are spontaneous and a pictorial record would be lost if each teacher participant did not have a camera. Most of them also do not have the time to plan 2-3 days in advance to schedule an outside photographer.

B. Basic Equipment Selected

Further discussion in this chapter will deal only with equipment selected 'exclusively' for use in this program. Although many pieces of equipment were used; printing press, typewriters, zerox copier, etc; they were not selected primarily for my program. They were purchased by the district and were in use before the program was established. Use of the equipment will depend on availability in the individual school district adopting this program and will be discussed in chapter XIV.

1. Still Camera

The camera I chose for use in the program was the Poloroid Colorpak Two. There were three basic reasons this camera was selected. First, it was inexpensive; second, it is convenient and easy to use; and third, it did not require processing equipment and time.

It must be remembered that these cameras were used primarily by teachers to take pictures suitable for use with news releases printed in our local press. They were not intended to be used for fine printing work on district publications. The quality of the pictures were obviously not up to the quality of prints taken with a 35 mm. Our local media, however, has used the poloroid prints whenever appropriate.

In discussing the equipment I believe we should not lose sight of Stroudsburg's economic background. The program was designed to help establish an effective public relations program in a medium to small size school district with limited funds. I seriously doubt that any school district adopting this program and developing their first public relations program will choose to put a $250.00 camera in the hands of each teacher particiipant.

I will admit that, had I been given slightly more funds, I would have purchased a better quality Polaroid camera. We did have trouble with the flash mechanism on four of the cameras and the electric eye did not always work properly on another.

I would recommend the purchase of re-conditioned Polaroid model 100 automatic, model 440 or new model 430 camera, in that order. These cameras all have better lenses than the new breed of low cost cameras and, if purchased from a reputable photo supply house, would be dependable and might increase the cost of eight or nine cameras by a total of less than $300.00.

In order to take prints suitable for our district publications a Miranda EE Sensorex Automatic 35mm with an f 1.4 lens was purchased. I am not a camera buff and am not qualified to recommend a particular brand of camera. I would, however, recommend the purchase of one of the many fine 35mm cameras, preferably a single lens reflex with a fast lens. One that can be used for better quality prints when needed. I would further recommend the novice photographer opt for a camera that has an automatic shutter speed or lens opening feature; one that can also be fitted with wide angle and telephoto lens. If the initial camera purchased has the flexibility for expansion, the beginner, when he does become more sophisticated and has a demand for a greater variety of pictures, will not have to purchase another basic camera body.

The film I used was Kodak, triax, 400 ASA, B & W. This film was ideal with nearly all situations and gave me excellent results. With special processing it can be shot at 1200 ASA making flash equipment unnecessary. I purchased bulk film and print paper. By loading my own film, purchasing my own developing chemicals, and having our high school photo club develop and print the film, the cost of each print was incredibly inexpensive; about 5¢ per print.

2. Television Camera and Tape-Deck

Since we have a local television station, WBRE-TV13, whose management places a relatively high priority on education, it was decided to purchase a portable television camera and video recorder. We purchased a Sony, Model 3400 because of its good reputation for durability and available service outlets. The cost of this equipment was not put into the public relations budget because the superintendent purchased it with federal funds. The camera and deck are used several times weekly and have proven to be very effective, durable, and easy to use.

Several TV features were broadcast from district produced tapes. Most of these features would have never been made because of the small staff of our local station.

Unless you have a commitment from the management of your local TV station to give you broadcast time, I would obviously not recommend the purchase of this expensive equipment. I would recommend careful assessment of your community needs and interests before making such a large investment.

Our camera and deck are used primarily by students to tape their weekly student speak program. The primary value of the program seems to be the active involvement of students in the P.R. process. Based on question 17 of our survey, district parents place a very low priority on television as a means of communicating information about the schools.

C. Summary

The selection and availability of equipment is essential in developing this type of coordinate public relations program. Each teacher participant must have a camera so that pictures needed for stories are not lost. The Polaroid or similar self-processing camera is the obvious choice because processing time and equipment is not needed.

The Polaroid prints, although not of professional quality, are suitable to use with newspaper articles. For quality prints, one good SLR, 35mm camera was purchased.

Television equipment was purchased for use in our student speak program. However, two serious considerations need to be made before such a large expense is made.

1.) Is the local TV program director sensitive to the importance of education and will he give you broadcast time.

2.) Is the television a medium that will be used by a large portion of district residents to get information about schools.

The primary value of Stroudsburg's TV program is to involve students in the communications process. The largest segment of the community, however, does not use television as a source of information about the schools.

X. INITIATING A UNIQUE TEACHER TRAINING SYSTEM FOR MAXIMUM PUBLIC RELATIONS INVOLVEMENT AND AWARENESS

A. Basic Organizational Models for Establishing School Public Relations Programs.

There appears to be three basic organizational structures for a school public relations program. A centralized model, a decentralized model, and a coordinate model. With a centralized model the central office maintains direct control over the entire public relations program. The superintendent or one of his assistants usually directs and implements the program. Involvement of teachers, principals, and other staff personnel is limited. These other personnel are generally limited to carrying out activities developed by the central office staff. The primary advantage of the centralized model is that complete control of the program is retained by the superintendent. It is also much easier to evaluate the success because the assignments and activities of only one man has to be examined.

The primary disadvantage of this model is that the most sensitive and immediate public relations needs are found at the local school and not at the central office. The most valuable and important public relations occur in the day to day, face-to-face relationships between a local school staff and its community. These informal relationships usually have more influence upon public school relations than the formal arrangements which occur at the central office.

The decentralized model utilises little,if any, control by the central office but, instead, leaves the management of the programs almost completely in the hands of local school personnel.

The advantages of the decentralized model are that it recognizes the local school as a key to the success of a public relations program, it adopts the program to the problems and needs of the local community and it recognizes the building staff as playing necessary and strong roles in achieving a good relationship with its community.

The primary disadvantages are that there is little assurance that, without some direction, a program will exist at all and it completely neglects those public relations activities which can be carried on most effectively at the central office level.

The coordinate model seems to utilize the best of both the centralized and decentralized models. Through cooperative planning by representatives from both the central office and the local schools a public relations program is carried out. The central office still retains some degree of control yet local school representatives are encouraged and aided in carrying out a local program.

The public relations programs of each school are coordinated with that of the central office. Local personnel are trained in good public relations techniques but uniformity among schools is discouraged.[15]

B. Coordinate Organizational Model Selected

Since the Stroudsburg Area School District has only 3600 students and had never established even a slight semblance of an organized public relations program, it was unrealistic to expect the board of directors to suddenly grant a large expenditure of money to establish a full-time director and staff for such a program. A study of the history of school districts with sophisticated public relations programs will show most started out small; usually with an administrator or a teacher given 2-3 hours per week to write news releases and/or publish a district newsletter. To help lend evidence to the statement that most districts started out with part-time P.R. specialists, a survey was distributed to 94 Pennsylvania school districts that have established public relations programs.

Of 65 returns, 33 said they had part-time P.R. directors and 32 reported having full-time directors. Of the 32 reporting full-time public relations directors, 25 started out with part-time personnel for an average of four years before becoming full-time. (see Table 7)

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[15] Bortner, loc. cit., p. 36-39.

65 DISTRICTS REPORTING	
33 Presently Full-Time	32 Part-Time
25 Started Part-Time 7 Started Full-Time	
Average 4 yrs. before becoming full-time	

Table 7

A plan had to be devised to make the most efficient use possible out of the limited resources that would be made available.

The coordinate model was selected because it seemed to be the most logical and efficient to use in organizing an effective program for the Stroudsburg School District. The central office delegated authority to me to establish and coordinate the program and local school representatives were hired and trained to search out news events, write releases and encourage their colleagues to request publicity for their classroom activities.

C. Unique Teacher Training Project

"School public relations should actively involve every member of the staff in the program. To many citizens, the school staff members whom they know personally, represent the schools. It seems obvious, therefore, that a good public relations program should provide for a carefully planned in-service program for instructional and non-instructional staff."[16]

Most of the traditional school public relations programs in existence involve the staff through large group in-service sessions and through inter-district publications. We, too, used these techniques. However, the greatest emphasis, by far, was an intensive year long training and involvement of a small group of teachers paid for the purpose of training, and reporting news events.

As I have briefly stated elsewhere in my report, the most unique part of my program is the method by which the entire professional staff will not only be very directly involved but intensely trained in the value of and techniques for establishing positive school public relations.

Each year different teachers will receive payment while being trained and while participating in the program. This procedure will continue for several years until a large majority of the staff has been involved and trained.

Although a great deal of time will be needed to realize the full cumulative effects of this method of training, it is felt that the final results will be far superior to the results of a traditional in-service training program.

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[16] Bortner, loc. cit., p. 28.

With this system of employing teachers from each building we also hoped to substantially increase the number of news releases submitted to the press and other media for publicity. An accounting of news releases submitted will be one method of assessing the cumulative effects of the system.

1. First Year of the Teacher-Training System

a. Teacher selection and initial orientation

On June 5, 1974, a notice was placed on all faculty room bulletin boards advertising openings for the trainees. Since only four people applied I approached five others and received verbal commitments to participate in the program. One teacher was hired from each of our five elementary schools and two each from our middle school and high school. The nine teachers were given written notification of their selection and a meeting was set for June 13 at 8:00 A.M.

At this meeting a complete review of the program was made, including an explanantion of the Nova program. Because of a scheduling conflict we decided to split our in-service training session into two-half days; August 26 and 27 from 1:30 to 3:45. After calling all representatives of the media who had agreed to participate in the in-service session the dates were set.

Since there was such a long time lag between the June meeting and the in-service sessions in August, I sent letters of confirmation (Appendix F) to all participants in June followed by phone calls during the week of August 19.

b. Pre-school in-service session

Before starting on August 26 each teacher was asked to respond to two questions to help determine what cumulative effects the program might have. (See Table 9, Page 77)

I had planned to spend 20-30 minutes having the teachers practice with the Polaroid cameras. However, due to a delay in shipping, the cameras were not available. This later proved to be a very troublesome area throughout the first half of the year.

Ron Bouchard, Fred Walter, and Marv Stewart were scheduled for the first day. Bouchard and Walter both discussed the kinds of information in which the press might be interested. They emphasized reporting only the facts since each release would most likely have to be lengthened or shortened according to the space available. If available facts in the release indicated a possible feature could be made, reporters would follow up on the article. They also offered suggestions and examples of how to take effective pictures suitable for printing.

I should note, here, that each teacher was to receive a copy of the booklet "The Schools and the Press." However, this publication was no longer available. Each teacher was, therefore, given a copy of "Suggestions for Publicity Chairmen," (Appendix G) which was provided by Fred Walter. This pamphlet was very well done and to the point.

Marv Stewart, program director of WVPO, discussed the importance and value of radio broadcasting. He appraised teachers of the fact that WVPO had equipment available that could be used to tape interviews and conversations with students and teachers over the telephone. He also emphasized using young children for taping since statistics show they hold the interest of listeners longer than adults.

It should also be pointed out that all three lecturers emphasized the extreme importance of establishing good public relations for an institution as wide open to the local public as public schools.

One teacher stated that articles which had been submitted in the past had often not been printed. She wanted to know why. One member of the media responded by asking what the teachers' opinion would be if the press came into the school and told them what to teach and how to teach it. He went on to say that because of space, time,and a wide variety of reader or listener interests, the editors and program directors of the media had to make decisions as to what should and should not be publicized.

On August 27, Brian Butz, cameraman and reporter for TV-13, demonstrated the use of the Sony, model 3400, video tape recorder. Many of the points and suggestions were similar to those offered regarding still pictures discussed by Bouchard and Walter. Each teacher then had an opportunity to operate the camera. I should note that the camera ordered by the school district was back-ordered and not received until January 21, 1975. The portable unit from TV-13 was made available whenever the need arose.

Because of the complexity of this machine and the high quality needed for broadcast, I do not believe teachers can be used as "cameramen" for taping school events. The teachers in the program were shown how to use the video-tape recorder and advised of the value of televising programs. Several of them also taped a few programs. However, the bulk of the taping was done by trained students in the middle and high schools where equipment is readily available. The major role played by the representatives is to alert me to the events which might be suitable for televising.

The remainder of the second day was spent going over simple procedures. Teachers were to submit news releases to me by sending them on the lunch truck. If a written article was timely they were to call me directly and I would pick it up as soon as possible. If they needed supplies they were to call my secretary and would receive it within one day on the lunch truck. They were also advised to encourage their colleagues to publicize their classroom activities through formal contacts at faculty meetings as well as through informal, personal contacts.

I assured them I would be around to see them individually several times in September to check on needs and problems and offer suggestions if and when necessary.

I can not emphasize strongly enough the importance of having experts from the local media directly involved in helping train the staff. Although many school public relations directors are considered experts in their field, more credibility is often given to the expertese of outsiders. I am sure I could have gathered enough information to make the same presentation as the experts from the media. However, they were recognized as experts in their fields, were called into the district and, as a result, appeared to have a greater impact on the trainees.

c. Activities and procedures through the first year of the program.

Through the month of September I spent time with each teacher at least once weekly. As the year progressed this spread to bi-weekly contacts.

The Polaroid cameras and film arrived early in September. In an effort to press the equipment into service as quickly as possible, I distributed them to each teacher individually with a very brief explanation on how to use them. As stated earlier, this did lead to trouble through the first year. I never did hold a thorough demonstration and practice session, partly because of a lack of funds and partly because I did not realize how valuable this type of training could be. I was thoroughly disappointed in the quality of the pictures taken. This weakness was corrected for the second year of the program as will be discussed later in the chapter.

The second formal meeting with all nine teachers was held on October 18, which was one of our regularly scheduled in-service days. A general review of the suggestions made by experts in the media was made with a heavy emphasis to follow the guidelines offered for taking effective pictures for the press.

The next formal group meetings were held in February, April, and May. As mentioned earlier, although only four formal meetings were held during the school year, an effort was made to see each person at least once every two weeks just to check whether supplies or help were needed.

I believe the personal contact is important in initiating a program of this nature. Our society generally places a high value on modesty, and most people, because they are products of our society, initially consider publicizing their activities as blowing their own horn. The results of the public relations survey, (Appendix C) indicates 65% of the districts reporting had trouble getting staff members to respond to efforts to get them to publicize their classroom activities. Table 14 shows the exact returns.

The people starting this program seemed to need extra encouragement and prodding to write about and search out activities to publicize. They also voiced their discouragement in trying to get their colleagues to let them know about newsworthy classroom activities.

I did receive some moral support for my method of teacher involvement at a PenSPRA (Pennsylvania School Public Relations Association) meeting in Tunkhannock, Pa., on February 4, 1975. Ken Keir, School-Community Relations Director of the North Penn School District in Lansdale, Pa., was one of the featured speakers. The North Penn School

District is not only recognized as having one of the best public relations programs in the country, but Ken Weir has received more national awards for his publications than any other person in school public relations today.

In response to the question of what he believed would be needed to make the best possible school public relations program, he said he believed, although he knew of nowhere where it was in practice, the best possible program would utilize paid teacher representatives to act as reporters in each building who would report directly to a central person. After explaining the program recently adopted in Stroudsburg, he said I should have a tremendous amount of success with it.

The teachers involved with the first year of the program were paid according to the following schedule:

Arlington Heights Elementary School--$200.00
B.F. Morey Elementary School -------- 300.00
W.H. Ramsey Elementary School ------- 250.00
Clearview Elementary School --------- 250.00
Hamilton Elementary School ---------- 250.00
Middle School (2 @ $300)------------- 600.00
High School (2 @ $300) -------------- 600.00

Seven of the nine teachers were very conscientious about searching out and reporting on news items and encouraging teachers to publicize their events and activities.

There were two teachers, however, two of the higher paid teachers, who made a rather weak effort and submitted very few articles.

The total number of articles submitted by the nine teacher reporters from October, 1974 through March, 1975 was 71. The two teachers who made a weak effort were responsible for only 7 of these articles.

In an effort to offer a greater incentive to write up and search out newsworthy items, a more equitable and certainly fairer system of payment was adopted. This is discussed in the following section.

2. Second Year of Stroudsburg's Teacher Training Program

a. Teacher selection and initial orientation

In May of 1975 vacancies were advertised for teacher trainees for the program. I hesitated hiring someone from Arlington Heights Elementary School because I was relatively certain the school would be closed. Eight people were chosen and a brief meeting was held before the close of school in June. The content of this meeting was the same as that of the year before with an explanation of the program and an outline of the Nova Ed. D. program. They also received pages 1-7 and 12-14 of the proposal, (Appendix H), followed by a discussion.

b. Pre-school in-service session

Our in-service session on August 26, 1975 consisted of basically the same foremat as the first session held in August of 1974. Members of the media discussed similar information and offered the same suggestions on writing news releases, what types of things were considered newsworthy, and how to take pictures. The one major addition was a one and one/half hour practice session on using the photographic equipment. Twenty-two packs of film were purchased and each teacher practiced taking pictures under varying light conditions, with and without flash cubes.

This later proved to be a wise expenditure of time and money. The resulting superior quality of the pictures taken from the very beginning of the year indicated to me that this activity was a very important and valuable part of the program and will be continued in future in-service training sessions for the teacher reporters. During the session I continually reinforced the points made in, "Suggestions for Your Publicity Chairmen," (Appendix G) referring to the procedures for taking pictures suitable for the press.

c. Activities and procedures of the second year of the program.

The entire staff received a memo emphasizing the tremendous need Stroudsburg had this year for improving our public relations. The names of the building P.R. representatives was also included with a plea to publicize their activities. (Appendix Y)

Beginning again in September I continued bi-weekly personal contacts with these teachers just as I had done with the first year participants.

The only one who was not contacted on a regular basis was the representative from the Hamilton school which is located ten miles outside of town. This teacher turned in less articles than anyone else in the program. Although certainly not conclusive by any stretch of the imagination, the result could lend some small subjective evidence to the importance and value of personal contact.

Again, there were only four formal group meetings with the eight teachers during the school year. One in October and December of 1975, another in February of 1976, and another planned for April. The contents of these meetings were; how to write releases, how to encourage other teachers to publicize their activities, the types of stories that would interest the press, and how to take effective pictures with the cameras.

At the first meeting in October each teacher was given a list of suggestions for searching out newsworthy items, (Appendix I), which I developed from experience I gained during the first year of the program. Suggestions such as reporting reminders of up-coming events, changes in the calendar, PTA meetings, and contacts with administrators were followed and indicate the list was somewhat effective in helping to increase sources of news and numbers of news releases.

At the Pen SPRA meeting in Tunkhannock, Pa. in February of 1975, Ken Weir, mentioned earlier in this report, also suggested that it would be an extra incentive to keep each teacher reporter informed as to the status of each news release submitted. This was done monthly, starting in February, in the form of a report. (Appendix J)

With the second year of the program I decided to try a different system. A folder was kept for each teacher and a copy of the news release as well as the actual printed copy from the newspaper, if it was printed, was enclosed. An accounting was kept on the outside of the folder. I would then take these folders with me periodically when I went from school to school and show them how many articles they had submitted along with the newspaper clippings. They were also aware of which of their articles had been printed in the superintendent's newsletter and which ones appeared in the district newsletter.

Although I have no objective data for evidence, I do believe this system was more effective than issuing monthly reports. Teachers seemed to enjoy seeing their articles in print and may have been encouraged to turn in more news releases.

As mentioned in the previous section, a change in the method of payment was made for the participants of the second year to be more equitable and, hopefully, to induce the searching for and writing of more newsworthy events.

Each teacher participating in the second year of the program was paid $50.00 for the pre-school in-service training session. Instead of a fixed salary for their year-long training and work, they received $5.00 for each news release submitted regardless of whether or not it was printed. Any teacher who turned in a release that ultimately became a feature of the press, radio, television,or district newsletter, was given extra credit.

A comparison of the number of news releases submitted for the first year with the number submitted for the second year, (Table 8), shows a substantial increase over the first year with a decrease in cost. The cost includes extra payment for the pre-school session and feature articles. The P.R. column represents only those articles submitted and printed as the result of the public relations program. The column labeled "other" represents releases submitted and printed as a result of other sources.

Program period	Releases Submitted			Press Publicity			Cost*
	P.R.	Other	Total	P.R.	Other	Total	
No program 10/73-3/74	--	47	47	--	47	47	0
First year 10/74-3/75	71	48	119	36	48	84	2450
Second year 10/75-3/76	120	54	174	94	54	148	1300

Table 8

(*Since the first year participants received a fixed salary, the $2450 represents the cost of a full school year. The $1300 shown is a fairly accurate projection of costs for the second year of the program with the change in payment.)

D. Effects of The Teacher Training Technique.

The primary purpose for developing this technique of teacher training and participation was to ultimately have a large majority of the staff trained in the value of and techniques for establishing positive public relations. A second purpose, although nearly as important, was to increase the number of news releases submitted. The number of requests for publicity could also be used as one tool to help measure what cumulative effects, if any, the method might be having. In order to help determine the cumulative effects of this teacher training program, each group of participants was given a very brief survey. (Appendix B)

Eight of the original nine teachers who started the program in 1974 were given a follow-up survey in 1976. (Only eight were surveyed since one has left the district.) The results of the survey can be seen in Table 9.

1974	9 teachers	4 requests for publicity	3 articles written
1976	8 teachers	15 requests for publicity	6 articles written

Table 9

You will note that, although only eight teachers were surveyed in 1976, the requests for publicity increased by 375%. The same teachers who made only 4 requests for publicity made 15 requests in 1976 and the number of articles these same people wrote themselves jumped from 3 to 6. A 100% increase.

The results do give some evidence that the program may well be having the cumulative effects desired. I must note, however, that although the increase is dramatic and certainly statistically significant, no final conclusion declaring the success of the program can be made based on the figures.

These are the results of only one group of participants. Since each new group will receive the same survey, it will take several years to establish concrete evidence showing the cumulative effects of this system of teacher training. The results do show the beginning of a pattern of increased teacher participation which I see as continuing over the next few years.

The second purpose for using my method of teacher participation was to increase the news releases submitted to the press for publication. Let it suffice to say that from October, 1973 to March, 1974, no more than 47 requests for publicity were made by the entire district staff. This was increased to 119 during the same six months of the first year of the program and 179 from October, 1975 to March 1976. (Table 8)

E. Summary

All effective school public relations programs must directly involve the staff. A unique system of staff involvement and training was developed in Stroudsburg. Small groups of teachers, on a paid basis, were trained and involved in the program using a rotating system. Each year different teachers representing every school were employed and trained in the values of and techniques for establishing positive public relations.

The results show that the number of news releases submitted have increased by over 300%. There is also impressive evidence that this program is having the cumulative effects of making the entire staff sensitive to the importance of building a positive school image.

A change in payment for the second group of teachers involved may have been partially responsible for an increase in the news items submitted for publication. However, the increase in participation may be due, in part at least, to an increase in the desire of teachers to publicize their activities.

I am personally so satisfied with the results and effects of the second year of this teacher training - participation program that upon approval of the superintendent, I plan to continue it with no revisions for the 1976-77 school year.

XI. THE SCHOOL SECRETARY AND THE PUBLIC RELATIONS PROGRAM

A. Importance of the Role Played by the Secretary in the Public Relations Program

"No one in the school system has a 'more' important day-to-day P.R. assignment than the secretary... The secretary is always on the firing line. She is the telephone voice of the school, the person who is directly confronted with complaints, crackpots, and seekers of all kinds of information."[17]

The first communications and sometimes the only communications many community members have with the school is with the school secretary. She often sets the initial atmosphere and character of the building. A parent calling or visiting the school with a complaint, problem, or concern who is confronted by a curt or rude secretary will often become more angry, disturbed, or uncomfortable and may become more difficult for the administrator or teacher to work with.

B. Secretarial Training Process for Improvement and Awareness

1. Justification for Training

Although the implication of the results of question 14 on the first questionnaire did not indicate a serious need for in-service training, a session was planned. It was felt, because of the tremendously important role of the school secretary in helping establish positive public relations, they should be made aware of the value of public relations and be given pointers to strengthen their vital role in the process. It was my belief that these women were probably not aware of just how important their role was in the P.R. process. If the in-service session accomplished nothing more than to bring them to an awareness of their importance it would be time worth spent.

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[17] Robert A. Sethre, "P.R. Pointers for Secretaries," Public Relations Gold Mine, Vol. 3, Nat'l. School Public Relations Association, Washington, D.C., Copyright 1961, 23.

2. In-Service Session

An in-service session was held for all secretaries in November of 1974. A brief review of our public relations program was made and a strong emphasis placed on their importance in establishing good public relations. A discussion of the following points then followed.

1.) You must assume that there is no such person as an enemy of the public schools. This attitude may take the wind out of the critics' sails.

2.) Know your school. Know about class size, building population, building problems, etc.

3.) Treat every school patron alike, no matter how obnoxious some might seem to be. Your attitude will do much to stimulate a favorable atmosphere.

4.) Never give the impression of superiority.

5.) Remember, the child comes first.

6.) Avoid generalizing, whether at school or away from it.

7.) Be loyal to co-workers. A negative comment about one reflects upon all.

8.) Don't breach a confidence whether it's about a child, parent or teacher.

9.) But, on the other hand, avoid giving the impression the school has secrets.

10.) Remind yourself constantly that your telephone voice should be friendly, cheerful, interested and helpful. Avoid sounding busy. Never leave anyone holding on the phone for more than a few seconds.

11.) Be cordial to visitors. More than just a smile. Show you are concerned.

12.) Don't procrastinate or stall. Make every effort to handle complaints. Make every effort to see that messages are received and appointments kept.

13.) Don't give the "impression" that you are trying to cover for the administrator.

14.) Don't presume to answer for the administration unless specifically authorized to do so.[18]

Each secretary was also to receive a copy of the booklet, "Action and Reaction: Public Relations for Educational Secretaries." However, upon checking with the National Association of School Public Relations, I found the publication no longer in print. Each secretary did receive a copy of the pamphlet, "A Telephone Policy for the School Office;" a publication of the Bell Telephone Company. (Appendix K) The following items in the pamphlet were discussed rather extensively: 1) Answering Promptly, 2) Receiving calls graciously, 3) Is out of the office, 4) Title, and 5) Leaving the telephone momentarily.

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[18] _Ibid._, p. 23-24.

3. Two Isolated Problems Corrected

Due to a shortage of help, there had been a problem with the telephones in the high school. Since the switchboard operator had many extra duties, the phones would sometimes go unanswered for several minutes. The situation was fully corrected at the beginning of this P.R. program with the hiring of a full-time switchboard operator.

There was also another problem that came to my attention in February of 1975. Several secretaries told me that the telephone manner of one of their colleagues did not come across as being very cordial or friendly. Since I had occasion to call that school several times over the next few weeks I noted the secretary in question, indeed, did not come across as pleasant as she could.

I brought this to the attention of the building principal and he said he preferred to take care of it himself. Her telephone manner has improved considerably.

C. Status of the Secretarial Staff as Determined by the Questionnaire.

I feel I must point out the fact that we are extremely fortunate since we have a truly excellent secretarial staff in Stroudsburg. The results of the questionnaire seems to give validity to that feeling.

A comparison of the percentages of question 14 of the questionnaire will show that, although the results of the first questionnaire were very favorable, the results of the second questionnaire are even better. Where 7.6% of parents surveyed said they were not treated with courtesy when they called in 1974, only 6.3% said they were not treated with courtesy in 1976. The percentage of parents who said they were treated with courtesy jumped from 80.7% in 1974 to 90.7% in 1976. (See Table 10)

	Not treated with courtesy	Treated with courtesy
1974	7.6	80.7
1976	6.3	90.7

Table 10

The in-service session must have had more of an impact than I realized. Two secretaries, as late as February of 1976, told me they remembered the session we had regarding use of the telephone. It was mentioned in a joking manner, but the fact that I was told at that in-service session that it was the first time anyone had any kind of group discussion with the secretaries was significant to me.

The results of the questionnaire seems to indicate there is no need at this time for continuing in-service sessions. I will, however, issue appropriate bulletins and pamphlets to school secretaries which deal with their role and importance in helping build positive public relations. We will deal with individual problem areas as they arise.

D. Summary

The school secretary plays one of the most vital roles in developing positive public relations. She is the first and sometimes the only school employee who comes into contact with parents and other community members. Her manner can set the atmosphere of the building and can be a determining factor in forming community attitudes about the schools.

We held an in-service training session even though the results of the first questionnaire indicated there was no need. This was done because the role of the secretary is so important in establishing positive public relations we felt even a slight improvement would justify the effort of a training session. I also felt that simply keeping them aware of the vital role they play might even help them do a better job.

The results of the second questionnaire implies a higher image of our secretarial staff by parents.

XII. STUDENT INFLUENCE ON SCHOOL PUBLIC RELATIONS

A. Value and Importance of Students in Establishing Good Public Relations.

The students who leave the classrooms for home every day may have a greater impact on the public's image of the schools than most educators realize. Pupils communicate their attitudes and feelings about the teachers, programs, support staff and administrators to their parents and relatives who are, we must remember, paying the bill.

"Pupil reactions to teachers are instrumental in molding public opinion. At home and in the community they express their likes and dislikes of teachers and tell of incidents and events that take place in school. Occasionally they exaggerate and distort the facts, but in the main they give a fairly accurate picture of teachers and their relations with pupils."[19]

Many educators might be surprised by the increasing number of people in the community who form their opinion of a school system from statements made by its' students. Fortunately, most teachers are aware of the need for good relations with students, perhaps not so much from a public relations standpoint, but simply from the standpoint that pupil-teacher relations have a direct bearing on the classroom environment and, hence, the learning process.

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[19] Kindred, loc. cit., p. 32.

"Fortunately, teachers in modern schools are sensitive to the value of good relations with pupils in the learning process. Their understanding and treatment of pupils draws praise and appreciation from discerning parents. However, there are teachers who have not yet realized the importance of friendly and constructive relations with pupils.... These teachers furnish the raw material which lowers respect for themselves in the eyes of the community and casts a murky shadow on the whole profession..."[20]

It seems imperative, therefore, to seriously consider student attitude toward school personnel and programs and to directly involve them in parts of the public relations program.

"No public school can expect to enjoy the confidences and support of parents and non-parents in the community unless the comments of most pupils are favorable to the system. Much may be done in the name of public relations by the board of education and central administrative officials, but what they do may be neutralized if the primary level of relationships with pupils is unsatisfactory."[21]

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[20] Ibid, p. 32.

[21] Ibid, p. 104.

B. Students in the Stroudsburg Public Relations Program

1. Increasing Teacher Awareness of Student Importance in Establishing Good Public Relations.

A parent whose child has a bad experience with a teacher may acquire a low opinion of all teachers and, hence, the school district. I should note that there are times when, through the fault of a child, he or she will have a bad experience with a teacher when that teacher has done something in the best interest of everyone involved. Although this is quite often the case, teachers should be consciously aware of the importance of a student's attitude not only toward them but toward the entire school district.

Elementary teachers in Stroudsburg were often reminded of this by all three elementary administrators both formally in group meetings and informally in individual conversations.

In addition, several short articles, (Appendix L), were printed in the superintendent's bi-weekly staff bulletin emphasizing the importance of student attitudes in establishing good community relations. The bulletin is distributed to all district employees. This was the only tool I used to get the message of student importance in the P.R. process to middle and high school teachers

2. Direct Student Involvement in the Project.

In an effort to increase the returns of the first parent questionnaire, the high school student council was asked for support. A presentation of the proposed program was made at a council meeting with an explanation of the purposes of the questionnaire. Copies were then given to council members to distribute to other students in homerooms. Each was to appeal to their classmates to bring the questionnaire home and to then return it to school.

A small number of students were also involved with the graphics, printing and collating of all district publications. The staff of the school newspaper was given copies of all district news releases.

The most extensive direct involvement of students was through the Students Speak Program, a 15 minute weekly telecast over TV-13, our local station. The initial organization of the Stroudsburg Student Speak Program took an incredible amount of extra time. Due to scheduling problems it took nearly four weeks just to find a room where students could work on writing the script for news and several more weeks to find a place to tape the show.

During the first year of the program, I tried to organize, schedule, advise, and supervise the program myself. This proved to be an almost impossible task. I found myself being taken away from my major responsibilities more and more.

In September of 1975, the start of the second year, I gave both high school teacher representatives responsibilities for advising and supervising student participants. This proved to be a much more effective method of supervising the show.

Today, there are over 15 students working in the program. They do all the writing, interviewing, taping, camera work, editing, and searching out of newsworthy activities.

From the very first organizational meeting in October of 1974, the students involved were promised their stories would not be censored as long as the reporting was factual, fair and honest. Stories that were libelous or slanderous would, of course, not be aired. They were assured their work would not be censored simply because the administration or staff did not like what they were saying. Through nearly two years of operation there have been a few stories that were not too complimentary of school district personnel. However, only one story, to date, was not telecast because of an unfair sampling of students regarding the school lunch program.

Personnel from our local station, TV-13, have been extremely cooperative in helping us with our programs and in offering suggestions to help make improvements. (Appendix M) Beginning in October of 1975 the program editor of our student speak show began receiving the regular district news releases to be used as part of their programming.

C. Effects of Our Efforts to Increase the Students' View of the District.

An examination of the percentages of student responses to the questions in the questionnaire (Appendix A, Part 7) will give evidence of an increase in positive responses of elementary students on nearly every question. The middle school positive responses increased only on questions 9 and 14 and the high school increased only on questions 13 and 14. All other responses remained basically unchanged.

The high incidence of positive responses of elementary students may be due to the direct face-to-face discussion with teachers by administrators who are sensitive to the importance of students in building a positive school image.

The fact that the student responses did not reflect a substantial decrease in the district's image should be considered impressive, again, due to the budget cuts made in June of 1975.

It must be remembered that the curtailment of programs directly affected students more than any other group.

I believe it is reasonable to assume the incidence of positive responses should have decreased and negative responses should have increased. However, except for the four questions noted above, the total responses for each question remained basically the same.

The only evidence I have as to the effects of our efforts with the Students Speak program in helping to increase communications between the school and home is purely subjective. Community members have offered favorable comments to district personnel, to students, and to myself, about the program. The TV-13 program manager has told me on several occasions that he often receives phone calls from viewers commending the work done by our students. When requests are numerous enough he has re-telecasted a popular program.

Despite the many favorable comments from parents, the results of question 17 seem to indicate television is not a medium considered very valuable as a source of information about the local schools. A total of only 11 of 643 parents felt they should receive information about the schools via television. Of 1160 student and 88 teacher returns only 108 and 8, respectively, felt TV should be a medium for communicating information about the schools to the parents. (Appendix A, Part 7)

D. Summary

It is not possible for a school district to have a positive image in the community unless the students attending the schools are also happy with staff and programs. Evidence of this can be seen by the response to question 17 of the parent questionnaire. When asked, "Where do you get your information about the schools," all three parent groups checked,"2. Talking with my child," as the number one source.

Due primarily to being easily accessible, and relying on more face-to-face personal contacts, the effects of keeping the staff aware of the importance of students in the P.R. process seems to have been highly successful with the elementary staff and children. The efforts with middle and high school teachers were limited to the publication of the articles concerning the importance of students in building a positive school image.

Although initial examination of middle and high school student responses show they remained basically unchanged, the effects of our budgetary cuts must be considered when interpreting the results. The fact that their positive responses did not show a substantial decrease is significant when realizing the students were the group suffering most by the program cuts made to reduce the budget.

Although many favorable comments were received from many different sources concerning the student speak program, the responses to question 17 of the questionnaire shows all three groups placed the lowest priority on television as a medium for communicating information about the schools.

In light of these results I feel we have two options regarding the use of television.

1.) Embark on a massive publicity campaign to increase the reliance on television and expand our efforts in programming.

2.) Since the expenses now involved are minimal, maintain our present level of programming and reliance on the television to keep students involved in the communications process.

My recommendation at this time would be for the latter option.

XIII. THE LAY ADVISORY COMMITTEE

A. Purposes and Importance of a Lay Advisory Committee

Bortner states that the citizens advisory committee is one of the most effective means of building mutual understanding and responsibility between school and community.[22] Most school boards usually acknowledge the value of advisory committees when an emergency or crisis exists, when a specific problem exists, or when they want support for funds. Then, again, many advisory groups are formed independently of school boards by citizens highly dissatisfied with the school system. Most citizens committees are formed with no clear cut purpose, procedures or goals defined.[23] For this reason few of these groups are very effective. According to Bortner, citizens committees are "...Best organized by boards of education when there is no immediate emergency or pressure...they can be functional symbols of the concept that public schools belong to the public."[24]

The purposes of such citizens advisory committees are: 1) To assist school officials in the development of relevant educational policies and programs, 2) To help identify needs and work toward the solution of related problems. 3) To interpret educational programs and policies to fellow citizens and enlist their support, 4) To bring community information, opinion and planning to responsibile school officials, 5) To influence public attitude and opinions in support of programs to improve the school system.[25]

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[22] Bortner, loc. cit., p. 276.

[23] Kindred, loc. cit., p. 195.

[24] Bortner, loc. cit., p. 276-77.

"The existence of a lay advisory committee is justified even should its only purpose be the promotion and maintenance of two-way communication between the board of education and the community. .. They (committee members) are seen as fellow citizens and associates rather than as more remote officials, and may be better able to establish communication with the public...Because they are lay citizens...their reports on the schools may be accepted at greater face value."[26] Because they are lay members of the community, other community members may more readily use them as sounding boards for concerns and criticisms.

B. Organizational Models

Citizens groups are usually organized in one of two ways. Either independently or board sponsored. In nearly every case the independently formed committee is usually organized because of discontent with the school system. Their goals are usually short term; prevention of school tax increases, prevention of bussing for integration, defeating proposals for building, removal of staff personnel, censorship of textbooks and library books, etc. On the other hand, the board sponsored committee, if formed for the purposes listed earlier, will usually result in more positive and lasting changes in the system. They can become a permanent part of the entire policy process.[27]

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[25] Kindred, loc. cit., p. 194.

[26] Bortner, loc. cit., p. 277-78.

C. Membership Selection

There are basically three accepted methods of selecting members for an advisory committee. One method is selection by the board of education. This method enables the board to acquire responsible persons who are good thinkers, workers, and leaders. The primary disadvantage is that they will be charged with selecting persons who will do or recommend what the board wants and not what the citizens want.

The second, and most popular method, is to have all the interest groups select a representative. Although this will ensure a good cross section of a community there are disadvantages 1) the committee will usually become much too large, 2) members will have only the interest of their constituents at heart, 3) many organizations would name individuals with no thought as to qualifications, 4) even though certain representatives are clearly unacceptable, they are obligated to include them in the committee.

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[27] Bortner, loc. cit., p. 277.

The third method, which is gaining more and more acceptance, is asking people to suggest names of individuals who would make good committee members. Suggestions may come from students, parents, teachers, citizens and organized groups. Committee members are then selected from this list of names. There are two basic advantages to this method. 1) A good representative sampling of the entire community can be selected from persons who are thought to be good, responsible leaders by fellow citizens and 2) the claim of partisanship by the board can be avoided.[28]

It should be noted here that a citizen advisory group is an organization without authority by law. It cannot determine policy or direct activities of school personnel.

The size of advisory groups vary from 5 to 25 with the most common size falling between 15 and 20. The term of office of advisory committee members ranges from 6 months to 5 years.[29]

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[28] Kindred, loc. cit., p. 202-3.

D. Organization and Functions of the Stroudsburg Parent Advisory Committee

1. Adopting an Organizational Model.

Fortunately, Stroudsburg was not facing a crisis or serious problem of any kind when plans were under way to organize an advisory committee. We certainly have our problems but none so large or serious as to prompt the formation of an independent advisory committee to pressure for change. The second model, therefore, was the only model I could use to form the committee.

The board of directors granted approval for me to establish a parent advisory committee as part of the Stroudsburg Public Relations Program in order to help improve communications with the many small publics of the district.

2. Procedures for Membership Selection.

I decided to use the third method of membership selection as mentioned by Kindred. That is; asking people to suggest names of individuals who might make good committee members.

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[29] Kindred, loc. cit., p. 204-5.

A meeting was held with all principals in September of 1974. They were asked to work with their PTA and faculty in soliciting names of prospective committee members. I also explained that we needed a fair sampling representing various occupation, income, and ethnic groups as well as geographic location.

In order to ensure a good representation from each geographic location, two parents were selected from each of our elementary schools and four parents each from our middle and high schools.

The final formulation of the council proved to be much more difficult than I had anticipated.

A list of 40 names accompanied with a very brief background of information on each was made. Letters went out to 18 parents. (Appendix N) The more affluent parents responded positively almost immediately. However, the parents with a lower economic and/or minority background were extremely more difficult to recruit.

I went through an additional 25 names, 65 in all, before I had a full complement of 18 parents who represented the major geographic, social, racial and economic communities in Stroudsburg.

Later in 1974 we were required to organize a Title I parent advisory committee and found the exact same response. More affluent community members, those who might be expected to place a high priority on education were quick to respond and eager to serve. However, those coming from minority backgrounds; those who may be on the lower end of the economic scale, are very difficult to involve in public school committee work. I have no intention here of examining the many psychological and other reasons behind this phenomenon. My purpose is merely to note the difficulty in encouraging minority and low economic groups to participate in school sponsored activities.

3. Early Functions and Activities of the Committee

a. Informal structure.

Because of the difficulty in acquiring a fair representation from all of Stroudsburg's publics our first meeting was not held until November of 1974. At that meeting only eleven of the eighteen parents showed up. All parents who were present received a copy of the purposes of advisory committees. (Appendix O) The content of those pages were also discussed.

The members who were present decided not to organize formally until we would begin realizing a more complete membership attendance at the meetings. I was asked to preside until they organized formally.

In order to get the ball rolling, these parents were encouraged to solicit concerns and/or problems from other community members; those persons who might be reluctant to bring their problems to school officials. The committee members were then to bring these to my attention and I would try to find an answer or solution or bring it to the attention of the proper school official.

In order to help promote free and open discussion, anonymity was ensured. This might be criticized by some as encouraging underhandedness and undue criticism of programs and personnel. However, my contention is that the community members who used this avenue to channel criticism and complaints would have never made their opinions and feelings known. As in the past, many of the problems and concerns would have remained quietly seething with school officials remaining oblivious to their feelings and never having the opportunity to find answers and/or make corrections.

The second and third meetings were held on December 4th and January 8th. Both had very poor parent attendance. Topics which I discussed with the parents were; a review of the results of the questionnaire (the one used for this project) and a review of the new Bill of Students Rights and Responsibilities. Several small personal problems were also brought up for discussion such as; a class without enough books, cold lunches in the high school, several teachers allegedly misusing the "contract" technique of instruction, a few buses that were late, etc.

At the January meeting a discussion ensued regarding ways to encourage more members to attend. It was decided to send letters to the delinquent members who had made no response to date. New parents were contacted to fill the vacancies of the parents who did not respond to the letters.

In order to inform the community of the existence of the committee and its purposes, a news release was dispatched on January 30, 1975. (Appendix P)

The next meeting, held on February 6, was attended by twelve parents. A presentation of the new Health and Physical Education Regulations was followed with a discussion of problems brought to the attention of individual committee members by other district residents. It was then decided that, since the council was now operating closer to full membership, they seriously consider organizing formally at the next meeting.

b. Formal structure

The meeting in March was attended by sixteen members. At that meeting they decided to formally organize an independent parent committee. It was a general consensus that if they were considered part of the system; an arm of the school board; their credibility might be questioned. Their intention was to continue working with the board but maintain an independent identity. An organizing chairman was selected and a nominating committee appointed from the sixteen parents in attendance. After the business meeting, Dr. John Kupice addressed the parents regarding the high school's academic standing and Mr. Wayne Hulsizer discussed the high school athletic program.

A complete slate of officers was elected from the list of nominees at the April meeting, prior to a lengthy discussion of the district bus transportation program and policies. A committee was established and authorized to establish a set of by-laws to be adopted at the next meeting. My role was to be an ex-officio resource person.

The entire May meeting was devoted to the adoption of the by-laws and a discussion of the direction in which the committee should go. One member, Mrs. Elizabeth Harlacher, researched literature on lay advisory groups and distributed copies of a pamphlet called "Anatomy of an Advisory Committee." (Appendix Q) An executive committee was selected and the chairman discussed organizing task forces to begin working on district problems. He also brought a suggestion to the floor to include retirees and other residents without children as part of the committee.

The other members agreed and the name was changed to the "Stroudsburg Community Advisory Committee." A clause was added to section 3 of the by-laws (Appendix R) which states, "Members at large shall consist of five voting taxpayers residing in the district. They need not have children in area district schools. They shall be selected in the same method as our regular members, as described in Section 1. These members shall serve a five year term, or until they wish to resign. Members shall have voting rights."

4. Reaction to the Budgetary Crisis Nearly Destroys Committee.

The month of June was the month the hammer came down. A proposed 25 mill increase in taxes leaked to the press before the board could prepare a formal presentation.

Unfortunately, the advisory committee had not been organized long enough to ensure the clear cut positive purposes were ingrained in the minds of each of the members. They were not organized long enough, or strong enough, to handle a crisis as large as the one about to take place. What ensued was a classic textbook example of the activities, purposes, and ultimate near death of a crisis committee. It is one thing to read about a crisis committee and how it functions and eventually fizzles out and quite another to actually be part of the process.

The president and his executive committee met before the board held its first open budget meeting. It was decided that the committee should say something but not to commit itself either for or against the proposed budget. At that first meeting, before several hundred angry taxpayers, the president pledged he and the committee would make a thorough investigation of the budget. During the week following the first public meeting the president and his executive committee contacted several community members to help in their budget investigation and established a task force just for the crisis.

On the day of the second public meeting I met with the executive committee prior to their examination of the budget. I learned they had recruited two retired community members who seemed to have little or no interest in the district except from a financial standpoint. I explained that the state of Pennsylvania had the most complicated school financial system in the nation; that it took many superintendents years to just acquire an adequate knowledge of it. I also stated that most experts feel no more than 3-4 people in the entire state understand it thoroughly. They then proceeded to make a four hour investigation of the budget.

That evening, again before several hundred hostile taxpayers, the president announced the committee's investigation had uncovered "substantial fat" in the budget. He then proceeded to quote facts that were based on hearsay and were entirely incorrect. Although a $50,000 bookkeeping error was discovered a month later, he and the three members of the budget task force nearly destroyed all credibility they had earned to that point. I might also add that, as expected, the two active retirees were most unreasonable concerning recommendations for budgetary cuts. There position was that funds had to be cut regardless of cost to the educational program. Since I was responsible for organization of the advisory committee I was asked to give a rebuttal at the next meeting. The text of this rebuttal is included in appendix X.

The month of July was equally hectic, with people meeting and press releases appearing almost daily. The board of directors finally passed a budget with a 12 mill increase in real estate and several nuisance taxes.

The president of the Community Advisory Committee seemed to be a rather ambitious man. His express opinion was that the committee should act as a watch-dog on the school and all of its officials and board members and publicize all errors and wrongdoings. This type of activity can have value but information of this nature must be based on hard facts, not on hearsay, and should be directed at causing improvements to take place.

He began shutting other committee members off when they tried to discuss a problem which he felt was too small and insignificant. He purposely omitted items from the agenda for the monthly meetings that he felt were "Not worthy of the committee's attention."

During the last week of August the first clear evidence of discord arose. Three parents came to my office and said they wanted to resign from the committee. They said they felt the executive committee had lost sight of their original purposes. They felt the committee's activities had turned into a witch-hunt and they wanted no part of it. They also assured me there were at least 8 other members who felt the same way and would also resign. I managed to convince them to wait until the September meeting before they took final action by pointing out that the committee would take whatever direction a majority of its members decided it would take.

At the September meeting several members tried to begin discussing their problems and concerns and the president kept putting them down because their topics were not on the agenda. I then asked that he listen to what they had to say, explaining that several members had decided to resign.

After about 1½ hours of discussion and 'controlled' shouting, he said it seemed obvious that there was too great a contrast between his views and the views of other members. With that he and two other members resigned.

During the discussion at this meeting several members echoed my opinion that they were not organized long enough or well enough to deal with the crisis that had just passed. They also felt they had gone independent too soon and asked that we re-organize and that I help plan the agendas, keeping in mind the original purposes of the committee.

E. Present Status of the Committee

A new president was elected in October and the Community Advisory Committee has survided its first crisis. The members have taken on several positive projects such as: studying the district transportation system, organizing parent chaperones for middle and high school activities, investigating the possibility of having a traffic light installed at a dangerous intersection used by buses, involvement in the district long-range plan, etc.

Since the board of directors have approved designated committee members to represent part of the community working on the district's long range plan, they appear to have regained some credibility in the eyes of the school board.

Other district residents are using them more and more as a sounding board for criticism and concerns; and, more important, answers are getting back to the anonymous community members.

The initial problems brought to my attention through the first few meetings were, by and large, rather petty. Many parents discussed the books their child got, late buses, minor shortages of textbooks, lunches, etc. This is something I had expected. At the first meeting in November, several members expressed their feelings of inadequacy in discussing complicated district problems, programs and policies. Therefore, I did nothing to curtail these discussions because I did not want to discourage their participation. I felt certain that, within a relatively short period of time, the activities of the committee would become more sophisticated and begin tackling larger, more complex and universal problems, concerns and topics. The later activities of the committee described in this report show a definite change in the complexity of the projects undertaken.

F. Summary

Based on the literature and on my own personal experience over the past two years, I can not say it is impossible to organize an effective public relations program without first establishing a community advisory council. However, I would not recommend starting a program without establishing such a committee. If organized effectively with clear and precise purposes an advisory committee can be a tremendous asset to the communications process. As I believe I have shown in this report, it does open up an additional channel of communication with many local residents who would otherwise have no means by which to express their problems or concerns. This reluctance on the part of many people to express themselves is not limited to the meek. Parents have often told me they did not wish to "make waves" because they were afraid a teacher or administrator would take it out on their child. Sad as it seems, there may be isolated cases in every school district where this could happen.

When considering the organization of an advisory committee it will be advisable to review the five purposes stated by Kindred in Part A of this chapter.

Equally important is to keep Bortner's statement in mind, "The existance of a lay advisory committee is justified even should its only purpose be the promotion and maintenance of two-way communication between the board of education and the community.... They (committee members) are seen as fellow citizens and associates rather than as more remote officials, and may be better able to establish communications with the public....Because they are lay citizens....their reports on the school may be accepted at greater face value."

A careful review of the pamphlet, "Anatomy of an Advisory Committee," included in appendix Q, will also prove helpful.

When the committee is first organized I would recommend limiting the membership to parents. Some experts might disagree, but it has been my experience that most members of an advisory committee with no children in school seem to serve one main purpose; to keep the price of education down regardless of the effects on the quality of the overall program. I am not implying there is no need to consider educational costs or that residents without children should be excluded from membership. I am simply saying that organizing a committee and establishing clear purposes is difficult enough without having members with strong pre-conceived notions of what their purpose will be.

Community members should be included as part of the advisory committee after clear-cut purposes are formed and the committee has become established in the community.

Despite some early difficulty in acquiring members from the low income segment of our community and near disaster when members become temporarily side-tracked with the budgetary crisis, the Stroudsburg Area Community Advisory Committee, with a total of 18 parents and 5 non-parents, is on its way to becoming a well established, credible organization in the community.

XIV. SCHOOL DISTRICT PUBLICATIONS

A. Purposes of District Prepared Publications.

According to most current literature, there appears to be a growing trend in schools making wider use of their own printed material for keeping the community informed.

"Informative, attractive and well-distributed school-produced materials are gaining increasingly wide acceptance among citizens who are demonstrating their concern for more information in-depth about programs and services.

The major objectives of publications addressed to parents and patrons of the school are to increase their knowledge and understanding of the educational program; to cultivate the partnership concept between school and community; to point out opportunities for constructive cooperation in solving problems affecting the welfare of children; to supply information about school programs and services available to children; to familiarize parents with school policies and the reasons for them; and to educate the public regarding school needs and possible approaches for meeting those needs."[30]

According to Dr. Gene Fusco, the most widely used school-produced publication used for communicating with the public is the newsletter. The newsletter varies in size, shape, color, content, comprehensiveness, typeface, quality of paper, illustration, layouts, and method of printing.

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[30] Dr. Gene Fusco, Improving Your School-Community Relations Program, Prentice Hall, Inc., Englewood Cliffs, N.J., Copyright 1967, p. 44-45.

Newsletters are usually used to report achievements, policies, events, programs and problems of the school. More specifically, they are used to report:

1.) Pupil and staff accomplishments, honors, scholarships, etc.

2.) Community involvement in school affairs.

3.) Newly adopted courses of studies, curriculums, materials, and equipment.

4.) New or different teaching methods or organizations for instruction.

5.) Services performed by and reports of PTA groups, civic groups and advisory committees.

6.) All aspects of school finance and budget.

7.) Newly appointed and/or promoted personnel.

8.) Increasing or decreasing pupil enrollment.

9.) State and national regulations affecting schools.

10.) School board and administrative policies, rules, and regulations.

11.) Problem areas and corrective measures undertaken.

The publication of student activities and events is a valuable tool in building public support for the schools.

"Student activities are an effective medium for publicizing the school and interpreting its work to the community. They are high in public relations value for the following important reasons, among others:

1.) They have excellent news potential for dramatizing aspects of school life in which people are interested.

2.) They bring parents and patrons into the school where they can see for themselves what pupils are doing and what they are achieving.

3.) They ensure a continuing interest by parents whose children are participants.

4.) They enable skeptics to acquire a first-hand picture of the school at work and the experiences pupils receive under the direction of competent teachers.

5.) They permit parents and patrons to decide whether or not pupils are undergoing sound preparation for present and future living.

6.) They are the strongest argument against propoganda on "the fads and frills" of modern education.

7.) They do more to help parents understand how the school influences the growth and development of pupils than printed literature.

8.) They develop local pride in the school system.

9.) They develop school spirit among pupils.

10.) They offer excellent opportunities for parent and lay participation in the school program."[31]

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[31] Kindred, loc. cit., p. 269-270.

A medium which is being used more and more to publicize student activities is the district annual activities calendar.

B. Some Important Considerations

School district publications quite often carry a more important message and may have a greater impact than the producers intend. Their message is sometimes not communicated by the printed word.

"Every issue helps to build an image which may be helping or hurting more than you realize. If the newsletter is your main communications link with the reader, then it may well be the major impression-builder for your institution or association....

It is inevitable that readers will tend to regard a newsletter full of dullness and typographical atrocities as reflecting the character of the association. But this is a point that escapes the leaders of many associations. They assign low priority to the publication, begrudge its cost and continue to wonder why they are misunderstood."[32]

Printing, layout, and design are as important as the actual content. Before you can often get a reader to find out what message is in the content, you must first get his attention; his interest. Here is where a clever editor will rely on the print, layout and design of a publication.

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[32] Public Relations Gold Mine, Vol. 7, "Newsletter as Image Maker," National School Public Relations Association, Washington, D.C., Copyright 1965, p. 30.

"Careful planning makes the difference. A smart editor starts out with a detailed program for the first year of publication, then developes a rough outline of what is to be accomplished in the second year and beyond."[33]

Although many school systems have successfully and effectively organized a series of district publications without carefully planning for the general content and design at the beginning of the year, the task is more difficult and there is always the strong possibility that you may lose sight of the purposes of the publication if it is to be part of a regularly scheduled series. The result may be damaging to the school's image.

Some school districts have tried to produce their own publications without assigning the responsibility for production to one person. In every case this has proved to be a disaster. The superintendent or his designee must assign this responsibility to one individual.

"For one thing there has to be an editor to be responsible for getting out the publication. He probably will not be the superintendent....

Not all periodicals require a full time editor. Advisory committees of staff or members of the local association can be helpful, but one person must have the the final say. In the school system he should have direct contact with the superintendent. Thus, the editor keeps in close touch with official policies."[34] Everybody's responsibility is nobody's responsibility.

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[33] Print it Right; How to Plan, Write and Design School Public Relations Material, National School Public Relations Association, Washington, D.C., Copyright 1952, p.8.

There is the remote possibility that a well-written, scheduled publication may serve all the needs of a small school district. However, with increasing community awareness and involvement in the business of education it has also become increasingly less likely that one publication will serve the diverse needs of a school's many publics.

"In larger school systems the newsletter alone may not be enough. Specialized periodicals are needed to interpret such fields as guidance, curriculum, adult education, and special education."[35]

All school districts would be well advised to very carefully evaluate their publications to be certain they are appropriate for the many publics for which they are intended.

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[34] Ibid, p. 8.

[35] Ibid, p. 8.

C. Prepared Publications for Stroudsburg's Public Relations Program.

After several meetings with the superintendent in February and March of 1975, decisions were reached to publish a district calendar and five newsletters for the 1975-76 school year. The calendar was to be mailed in August of 1975 and the five newsletters would be mailed in October, December, February, April and June. The first year of district publications would be sent only to parents of school children and to businesses in the district.

1. The School District Annual Activities Calendar.

The production of the annual activities calendar, our first district publication, proved to be quite a massive project.

Since I was treading on hallowed ground in that no district publication had ever been made, I decided to start early. A letter was sent to all district employees in February, 1975, (Appendix S) notifying them of the proposed calendar and asking them to submit a listing of all activities and events for the 1975-76 school year.

In the past, many of our school events were not planned or publicized until a few days before they were to occur. For this reason I anticipated some difficulty in having personnel plan their events and activities nearly a year in advance. An early deadline date of March 26 was set with full knowledge that all information would not be received by that date.

Due primarily to being under-staffed, the administrative staff was one of the most difficult groups to get schedules and other information from. A memo was sent announcing a meeting in April, (Appendix T), and we finalized as many dates and activities as possible.

During the month of March, April, and May I spent a consideréable amount of time writing and re-wording rules, policy statements, and other bits of information that would be included in the calendar which might be helpful to parents.

At a meeting of administrators some discussion ensued as to whether we should include all events, including sports, in the daily blocks of the calendar. I had sample copies of district calendars from other school districts. Some included all sporting events, some did not. Two administrators felt inclusion of athletic events made the calendar too cluttered in appearance. The others felt parents should be able to see all the events occurring in the district each day at a glance. The superintendent decided to include all events in the daily blocks. I do concur with that decision because the primary purpose of the calendar is to help develop closer communications with parents by keeping them informed as to the daily events of the school district. With all events and activities being included in each daily block, parents would be able to determine the daily schedule of the district at a glance rather than be forced to search through the calendar for separate activity schedules.

Mr. William Weitzmann, Graphic Arts teacher, was contacted and asked to have his photo class take the pictures that would be used. The specifications in Table 11 were worked out and his students began working in March.

PICTURES TO BE TAKEN FOR 1975-76 CALENDAR

34% Elementary School Students
30% Middle School Students
30% High School Students
6% Sports

80% Action Shots
20% Still Shots

1 Picture of Superintendent (Bust only)
1 Picture of each board member (9)

20-30 Pictures of individual elementary students - close-ups - face only

30-50% of pictures should be of students in regular school subjects (Academic - math, reading, science, social studies) (Industrial arts, business, etc.)

Table 11

One of my secretaries was printing all information, schedules, activities, events, etc. on an enlarged calendar as it was received from the staff. Except for a few unscheduled sporting events, this rough copy was ready to go to the printer during the last week in May. Mr. Fred Beaver, high school art teacher, worked with Mr. Weitzmann in designing the format , layout, and the graphics and pictures. Drawings from several of his better art students were also used to help enhance the appearance.

Since we have a rather sophisticated graphic arts department for a relatively small school district, we decided to use district personnel and equipment to print the calendar.

Three high school students were hired to work under the supervision of Mr. Weitzmann at the close of school. These four people took approximately three weeks to prepare the flats and plates and print the calendar. It was ready to be collated by the first week in July.

The itemized budget in Table 12 shows the total cost of the printing of 3,500, 14 page calendars.

CALENDAR BUDGET FOR 1975-76 PUBLICATION

Paper and Ink	$ 500.00
Film, graphic arts	30.00
Film, 35mm - 100' roll	8.00
Paper, photo	12.00
Flats	5.00
Plates	18.00
Labor, teacher @$5.50x100 hrs.	550.00
Labor, students @$2.10x200 hrs.(3 stu.)	420.00
Mailing Labels	14.00
Postage, bulk mailing	45.00
Total	$1602.00

Table 12

A request was made of two commercial printers to submit bids for the job. The low bid came to $2450.00. That figure, however, did not include postage, mailing labels, or photo equipment. A neighboring district with 1,000 less students had a 14 page pictureless calendar printed commercially. Their expense was over $1800.00 for 3,000 copies.

Although more work and headaches on my part, having the calendar printed in school saved from $800-$1000 or 30-40% less than having it printed commercially. This savings was even more significant considering our budgetary shortage.

Fortunately I was able to anticipate the tremendous amount of work it would take to collate, staple, fold and address 3500, 14 page calendars. I was also fortunate that I was again able to make use of the students who were provided free of charge to non-profit organizations by a federal student work program. Three of these students plus two secretaries, worked from the first week of July until the first week in August to get the calendar ready for mailing after it was printed.

a. Quality of printing affecting appearance

One of the problems encountered dealt with the mechanics of the actual printing.

A copy of the calendar (Appendix V, Part 1) was submitted to a committee sponsored by the PSBA that evaluates school publications. The major criticism was the poor quality of the printing. The press we used was fitted with only one roller and had to ink each copy with one thick coat resulting in poor quality reporduction of the pictures.

We have purchased a second roller which will enable the printer to ink with two light coats. He says this will correct the problem. If the quality of the printing is not up to commercial standards this coming year, we will consider preparing our own flats and plates and contracting a commercial printer to do the actual printing. The overall appearance will also be improved next year by the addition of a third color.

b. Addressing and mailing process

When the superintendent and I discussed preparing district publications I requested permission to purchase a re-conditioned addressing machine. The cost would have been approximately $2500.00 including an annual service contract. However, as May and June approached and our rumored budgetary problems came closer to reality I began facing the grim task of typing individual mailing labels. I was discussing this with the president of my PTA, who also owns a stationery store. It was just by chance that I asked him if he had 8½"x11" sheets of self-sticking labels. I then bought a dozen sheets of these labels and found they could be run through our Xerox copier. All I had to do was to have a master list of addresses typed on the labels and run copies on the Xerox machine. Since there are 33 labels on every 8½"x 11" sheet, each address label cost an incredibly low .0047¢.

My next activity was to get a mailing list and have it typed on sheets of labels. This apparently simple task proved to be one of the most difficult jobs of our first publication.

Each elementary school has class lists with names of the parents and the addresses of every student. I thought I could simply walk into the offices of our middle and high schools and get their lists. However, no such lists existed. The only source for the name and address of a student and his/her parents was the permanent folder.

Three additional students were made available to me from the federal student work project. These three girls compiled a set of address cards, (Appendix W), for the middle school students and one for the high school students. The elementary secretaries compiled a set of cards for the elementary schools. The cards were then alphabatized according to parent's name for each level. As a result there was one card on file for each family at each level. When this list was complete the three students ran a cross check for each level and copied the names and grade levels of brothers and sisters on cards from all three levels. An asterisk (*) was placed on the upper right hand corner of all middle school cards if that family had children in the elementary schools and the same mark was placed on the high school card if that family had children in the elementary or middle school. What resulted was a complete listing of brothers and sisters on each address card at all three levels. When the address labels were typed, the same asterisk that appeared on the address card also appeared.

Table 13 is a sample sheet of middle school address labels. Each label represents one family regardless of the number of children in school. If the middle school makes a mailing these labels are copied on the Xerox machine and they are all used. However, when a district mailing is done, the labels that have an asterisk are not used. The asterisk shows this family has a child in the elementary schools and the elementary label is used. With this system we have had only 14 known duplications in 2350 addresses.

Middle School

chuler, Lloyd *
R.D. #5, Box 281
Stroudsburg, Pa. 18360

Schultheis, Steve *
R.D. #2, Box 287
Stroudsburg, Pa. 18360

Schultz, John *
R.D. #2, Box 159
Stroudsburg, Pa. 18360

Schumacher, Frank
R.D. #2, Box 353
Stroudsburg, Pa. 18360

Schwartz, Harold
218 N. 8th Street
Stroudsburg, Pa. 18360

Scotchlas, Joseph *
1540 Spruce Street
Stroudsburg, Pa. 18360

Scott, Philip *
600 Fulmer Ave.
Stroudsburg, Pa. 18360

Sebring, Donald *
R.D. #3, Box 490
E. Stroudsburg, Pa. 18301

Sebring, Forrest
520 Ave. A
Stroudsburg, Pa. 18360

Sebring, Elmer
R.D. #4, Box 215
E. Stroudsburg, Pa. 18301

Seip, Robert H. *
Saylorsburg, Pa. 18353

Seiple, Donald *
R.D. #2, Box 367A
Stroudsburg, Pa. 18360

Serfass, Chester *
.D. #5, Box 232
Stroudsburg, Pa. 18360

Serfass, Wilbur
R.D. #2, Box 181
Stroudsburg, Pa. 18360

Serfass, William *
611 Fulmer Ave.
Stroudsburg, Pa. 18360

Setar, Stephen *
R.D. #3, Box 42A
Stroudsburg, Pa. 18360

Setzar, Martin *
1815 Arlington Ave.
Stroudsburg, Pa. 18360

Shackelford, Sara
510 Main Street
Stroudsburg, Pa. 18360

Shafer, Edwin *
R.D. #5, Box 272
Stroudsburg, Pa. 18360

Shafer, G. Garrison
129 Broad Street
Stroudsburg, Pa. 18360

Shafer, Richard *
R.D. #2, Box 301
Stroudsburg, Pa. 18360

Shamp, Arthur *
927 N. 9th St.
Stroudsburg, Pa. 18360

Shanley, Thomas
R.D. #5, Box 283
Stroudsburg, Pa. 18360

Sharer, Thaddeus
Box 424A
Saylorsburg, Pa. 18353

Sheeley, James
621 Afe. F
Stroudsburg, Pa. 18360

Sheeley, William *
4 Linden Street
Stroudsburg, Pa. 18360

Shields, William
R.D. #5, Box 33
Stroudsburg, Pa. 18360

Table 13

I was contacted by a member of the faculty in the computer department at East Stroudsburg State College in September. They had received a copy of our calendar and I was asked if Stroudsburg would like to take advantage of a very reasonable addressing service they offered to schools. He explained his service and stated he could provide address labels for as low as .02 each. I then explained how we were copying our labels and that the cost of each label was less than ½ cent and the total cost for 2500 was only $11.78. He thanked me and said he couldn't even come close to that price.

I do realize this elaborate discussion of an addressing system might not seem appropriate here. However, due to the fact that our publications would have been curtailed without this method and to the fact that the system is so inexpensive and effective for a district with a Xerox copier, I felt it should be included. In this time of budgetary woes any system or process that can save money could also be used to help induce a superintendent or board to adopt a program.

C. Importance of Stroudsburg's Annual Activities Calendar.

The school district calendar of events and activities is yet another very important means of communication with the public. The only criticism from parents, among scores of compliments was that, since our budget was so tight, we should not have spent such an exorbitant amount to mail the calendar. However, when I explained that the bulk mailing rate was only 1.8¢ and the total cost to mail 2500 calendars was only $45.00 the two parents who brought this to my attention were quite surprised. Next year's bulk mailing stamp will have the price printed right in. The other criticism, brought by a teacher, was that the calendar was just a glorified sports schedule. There was nothing I could say to shake her of this opinion. I still believe the calendar should be complete enough to enable a parent to see the district's activities, including sporting events, at a glance.

Through the month of September it became evident that district personnel were not used to using the calendar. Three principals did not hold an activity that was scheduled and parents were not notified. I found out because several parents called me. I believe this is something that would happen in any district using a calendar for the first time. The calendar is now displayed in every office of the district and additional copies are prominently displayed for distribution to visitors. Daily reference by parents and school personnel indicate quite clearly, people are becoming more and more accustomed to using it.

When the second questionnaire was returned, eleven parents made positive reference to the calendar even though it was not mentioned in the questionnaire itself. There were no negative comments.

2. Creation of the District Newsletter.

The first district newsletter was scheduled to be mailed in October of 1975 with four others following. One in December, February, April, and June. We decided the name of the publication should be VIEW and that it should be in two colors. (Appendix V, Part 2)

The purpose of the newsletter is, again, to open an additional method of communication with the community.

I used several sources for gathering the news that would go into the newsletter. At least one month prior to printing, a memo went out to every instructional and non-instructional staff member in the district informing them of the printing date and asking for suggestions and articles they would like included. (Appendix W)

I had no response for the first newsletter from anyone except the assistant superintendent, middle school director and elementary school director. There were three additional teachers who responded for the second newsletter and eight who requested publication of articles for the third newsletter. It appears as though the staff was not interested in this publication until they realized it was going to be a permanent vehicle for communicating school news to district parents. As people began seeing activities of their colleagues getting publicity and going to 2350 households, more and more began requesting publicity. Although I have no substantiated evidence, I believe this trend will continue.

Approximately two-thirds of the articles were written by myself, other administrators and other teachers The other third of the articles was gathered from the eight P.R. representatives in the individual buildings.

In order to cut down on the amount of time the district's printer needed for printing he was supplied with a perfectly typed copy with spaces for pictures so that he could simply photograph the material right onto the plates. My secretary typed this copy in less than one day whereas the printer, since he also has teaching responsibilities, would have needed 3-4 days. With this method I was able to have the completed copies in less than five days. They were then folded, labeled with addresses, and mailed.

The deadlines set in October, December and February have all been met and I see no reason why this will not continue in April and June.

a. Inadequate pre-planning.

There were two problems I encountered, although neither very serious, which could have been avoided had I thoroughly examined the literature and made provisions accordingly. The first was in the folding process. I spent two full days working with students from high school study halls to make three folds on each of our first newsletters.

When I was preparing the second newsletter in December I asked the high school principal if he could spare a half-dozen students to move this phase more quickly. He then suggested that commercial printers might be able to fold these rather inexpensively.

Upon checking with a non-union printer, I was able to have 2500 copies folded in 20 minutes for $15.00.

The other error I made was more serious. I did not make provisions for selecting the quality of paper that was to be used for the publication. The first newsletter (Appendix V, Part 2) was printed on paper left over from the calendar which was good quality. The second newsletter, also in part 2 of appendix V, was printed on less opaque, cheaper quality paper. The results can quite obviously be seen with a very brief comparison of the two publications. It is amazing how a simple item like this can make such a tremendous difference in the overall appearance and, subsequently, the overall effectiveness of a publication.

This error was corrected and the third publication was again printed on good quality paper. (Also included in Appendix V, Part 2)

b. Mid-year addendum to the newsletter

At a meeting of the eight public relations representatives on February 17, 1976, one of the teachers complained of teacher apathy. Some teachers, apparently, are not publicizing their activities because they feel there is only so much space in the newspaper or newsletter and they probably would not have their activities publicized anyway. She then suggested the possibility of each building preparing their own newsletter and having it enclosed and mailed with the district newsletter. All the other representatives thought it was a good idea and decided to prepare one for their respective buildings to be mailed with the April newsletter.

I will have titles pre-printed on paper and the individual building newsletters will be copied on this pre-printed paper with our Xerox copier. The individual publications will then be stuffed into the district newsletter at each building so that only the parents of that building will receive copies.

There is only one reason why I did not make the suggestion to print building newsletters. I simply did not think of it. I also realize it was not planned as part of the program. However, if it will help encourage greater participation on the part of the staff and kindle their interest in improving their public image it will be well worth the extra work and effort.

C. Importance and Value of VIEW.

Nothing has had a greater impact in motivating the staff than the publication of VIEW. Teachers who had treated the entire public relations program with apathy are suddenly interested in having activities publicized. This initial apathy is certainly not unique to Stroudsburg. Over 65% of those responding to the public relations survey, (Appendix C), reported having trouble getting the staff to publicize their activities when their public relations program started.

Question 17 of the questionnaire, (Appendix A, Part 7), also gives clear evidence of the reaction of parents, students, and teachers to the district newsletter.

Experts agree that the newspaper is used by the largest number of people as their source of news. Question 17 of the questionnaire, however, gives clear evidence that Stroudsburg's parents and teachers have rated the district newsletter, VIEW, as the second greatest source of news about the schools. The greatest source of news for parents was "b. Talking with my child." The greatest source teachers felt parents should use was, "a. Visiting the schools." The students ranked the newsletter first as a source of school information for parents. In all three groups the newspaper ranked third.

The last publication of VIEW in June will include a survey to get parent suggestions and ideas about what kind of information they would like included in the 1976-77 newsletters. (Appendix Z)

It is important to note,here,that I do sincerely believe the district publications should be mailed to all district taxpayers; not just parents of school-age children. However, with the budget problems we faced last year I was not about to suggest increasing expenses by 300%. There are approximately 2500 newsletters mailed to parents and businesses five times annually. That would have to be increased by 5000. The cost of folding, mailing,and materials for each newsletter alone would jump from $80.00 to $240.00.

I will propose that each household in the district receive all 1976-77 publications. However, since the trouble we had last year with the budget is still very fresh in the minds of everyone involved, I do not see much chance of the distribution being expanded at this time.

D. Summary

The publications prepared by the Stroudsburg Area School District consisted of an extensive annual activities calendar and five - four-page newsletters. These publications were prepared and printed by school personnel on school equipment.

One of the problems first encountered dealt with the quality of the printing. Our press is being fitted with another roller and should be improved substantially for the printing of our 1976-77 calendar.

Another problem dealt with acquiring addresses of parents. This problem was finally worked out and a very inexpensive and efficient method of producing mailing labels on a Xerox copier was devised.

The only problem encountered with the newsletter dealt with the poor quality of paper used for the second edition. This was my fault for not specifying the type and quality of paper to be used.

The time needed to prepare, print, and mail 2500 newsletters beyond the rough copy was:

1 full day for a secretary to prepare the final proof. 5-8 days needed by the printer to prepare flats, plates, print and fold. 1½-2 days for a secretary and three student helpers to label and seal the publication.

Each additional 2500 copies will require no extra time for preparing the final proof and no more than an additional 1/2 day by the printer. Addressing and labeling each set of 2500 will take an additional 1½-2 days.

I believe substantial evidence has been provided showing the importance and value of district prepared publications. Such publications, if well done, can be a tremendous asset to building the image and credibility of a school district.

In the case of the program in Stroudsburg, just four printings in less than one year has sensitized many teachers to the importance and value of good public relations. The publication is also considered by parents, students, and teachers to be a vehicle more important than the local newspaper in keeping them informed on school matters.

With the background in researching the literature and with my own experience in establishing this program, I would like to make the following suggestions and recommendations concerning district prepared publications.

1.) Avoid the use of jargon. Tell the story as quickly and simply as possible in "layman's" terms.

2.) Never promise anyone when to expect their article appear.

3.) When a story is being developed try to be included as part of discussion. Get the inside story.

4.) Don't let yourself be bullied by others with less experience telling you how to lay out and design the publication.

5.) You may have to produce several different copies for your different readers.

6.) Say something in your publication. Don't waste paper and your time as well as your readers' time by printing worthless trivia just to get a publication out on schedule.

7.) Each publication should focus on one event or one theme.

8.) Make sure the printing, layout, design, and quality of paper are appropriate, attractice, and interesting. Remember, you must catch the reader's eye before he'll read your message.

9.) Pictures and illustrations should be of first-rate quality and be appropriate for the accompanying text.

10.) Gather news from as many sources as possible. Some real great stories are often hidden behind a classroom door.

11.) Be sure your story is accurate and factual. Reporting erroneous facts could destroy the credibility of the district as well as the publication.

12.) Be sure the grammar and spelling are correct and appropriate english is used. Always have someone else proofread it before you go to press.

13.) Unless your school has a sophisticated printing press, have a professional printer do your publication. Many school districts can cut costs of a professional job by preparing the flats and plates themselves.

14.) Do not try to fold several thousand copies of a publication by hand. A professional print shop can do several thousand in 15 minutes for a very reasonable price and save you hours and maybe days of work.

15.) Mail the publication home. Do not rely on children to take them home. Chances are high they will never reach the intended reader. Bulk mailing rates, at present, would cost about $45.00 to mail 2500 pieces.

16.) Have your bulk mailing stamp printed right on your original copy. Also leave room for the address. This will save hours of hand stamping and the added expense of envelopes.

17.) At least once annually, provide for feedback from your readers. They may have suggestions for making your publication more relevant to their needs.

XV. P.R. SURVEY: A COMPARISON OF STROUDSBURG'S PROGRAM WITH OTHER ESTABLISHED PROGRAMS IN PENNSYLVANIA

A. Design and Use of the Public Relations Survey.

Since I was not too confident of how accurate or fair the results of the second questionnaire would be following our budget crisis, I decided to conduct a public relations survey to form a base upon which to compare the program I established with this project.

1. Design of the Survey

A mailing list of members of the Pennsylvania School Public Relations Association was acquired. A survey of eight questions was designed (Appendix C) and one was sent to each of 94 persons named in the mailing list.

Seven of the questions were designed to return objective results and one, question number 5, was to yield a subjective return.

The eight questions were short and required only one word or number responses. I felt by using few questions and short responses the number of returns would be higher. I believe statistics will support the fact that the longer and more complicated the questionnaire or survey the smaller the number of returns.

2. Use of the Survey

The only question that was not as useful to me as it could have been was question number 8, pertaining to budget. Some districts seemed to give complete totals, others listed a budget only for salary, and still others included expenses only for publications. For example, one district return showing a pupil population of over 15,000, 11 publications, and a full-time staff of two, listed a budget of only $11,000, which is not possible.

Question number one was included so that I could single out the districts that were in the same size range as Stroudsburg in order to make a more accurate comparison. It was my hope that this comparison might provide additional evidence concerning the success I have had in organizing Stroudsburg's program.

Since Stroudsburg has a pupil population of 3600 I considered all districts with pupil populations between 3000 and 4200 as falling in Stroudsburg's size class.

I had also planned to do a comparison concerning the public relations cost per district publication.

B. Results of the Returns.

A total of 65 of the 94 surveys distributed, 69.1%, were returned.

Before I begin with the results of districts in Stroudsburg's size range, I feel I should make a few comparisons with all 65 districts reporting.

Results of 65 Districts Reporting

1. What is the pupil pop. of your district? 8485 (average)
2. How many years has your P.R. program existed? 7.2 (average)
3. Is your program run by a full-time specialist? No 33 Yes 32
4. When the program was first started did you have a full or part-time specialist? Part-time 25 Full-time 7
5. When the program first started did you have difficulty getting staff members to request publicity?

   No 22 Yes 41 No response 2
6. How many district publications....are you responsible for printing each year? 7.5 (average) no response 2
7. Has your P.R. program been curtailed due to the budgetary problems facing many districts? No 45 Yes 19 No resp. 1

Table 14

With the results shown in Table 14, the following conclusions can be drawn:

1.) The average public relations programs of the 65 districts reporting have existed for 7.2 years. Stroudsburg's program is 1.5 years old.

2.) Thirty-three of the 65 districts reporting said their program was run by a part-time specialist while 32 reported full-time specialists. Of the 32 full-time specialists, 25 reported starting their program with part-time efforts. This helps lend some justification to the part-time program established through this project.

3.) Fourty one of the 63 persons responding to question number 5 said they had trouble getting news from staff members when their program first started. This also held true for Stroudsburg's program. All the teacher participants reported frustration in trying to get their colleagues to publicize their classroom activities.

Table 15 shows the results of only 17 districts; those districts that are similar in size to Stroudsburg.

17 Districts Similar in Size to Stroudsburg

1. What is the pupil pop. of your dist.? 3000-4200
2. How many yrs. has your P.R. prog. existed? 6.1 (average)
3. Is your prog. run by a full-time specialist? No 10 Yes 7
4. When the prog. first started did you have a full-time or part-time specialist? Part-time 6 Full-time 1
5. When the prog. first started did you have difficulty getting staff members to request publicity? No 4 Yes 13
6. How many district publications are you resp. for printing each yr.? 5.1 (average)
7. Has your public relations prog. been curtailed due to budgetary problems? No 13 Yes 4
8. What is your complete public relations budget? 11,376 (average)

Table 15

The following conclusions can be drawn between these 17 districts and Stroudsburg.

1.) The public relations programs in the 17 districts reporting have existed for an average of 6.1 years. Stroudsburg's program has existed for 1.5 years.

2.) Of the seven districts reporting full-time specialists, 6 reported starting out part-time in question 4. They were in existence an average of 3.4 years before they became full-time. It appears as though most public relations programs started out with part-time directors, just as Stroudsburg has started.

3.) Thirteen of the seventeen districts reporting had difficulty getting news articles from staff members when their program started. As I stated elsewhere in this report, Stroudsburg experienced the same difficulty.

4.) The average publication put out by the 17 districts reporting was 5.1. Stroudsburg produces 6.

5.) Four of these 17 districts reported budgetary curtailment to the public relations programs. Stroudsburg, despite a severe budget shortage, had a budgetary increase to the program.

6.) The average expenditure for public relations was reported to be approximately $11,376. Stroudsburg's expenditure was $8,572 including 20% of my salary.

The only comparison of cost I could make was related to cost per district publication. The 17 districts in Stroudsburg's size class spent $2230 per publication compared to $1428 spent per publication in Stroudsburg's program. I must hasten to point out, however, that this is not a very complete, and may not be a very fair, comparison. I am relating the costs only to district prepared publications. It was not possible through this survey to include variables such as length and sophistication of publications as well as other services accomplished by the public relations programs of the other 17 districts reporting.

C. Summary

The general conclusion that can be drawn from evidence provided in chapter XV is that the public relations program compares very favorably to programs established in other similarly sized school districts. The results show many of the same conditions and problems experienced by other school districts were also experienced by Stroudsburg.

Although no objective evidence exists to support my following statement, I do not believe any other public relations program can boast of better local school coverage than that achieved through the teacher trainee system used for the program in Stroudsburg. These people turned in a total of 120 articles to be publicized. Quite impressive for a school district with only 3600 pupils.

XVI. REPORT SUMMARY

According to nearly all experts, the need for today's school districts to establish a comprehensive, well-organized public relations program is probably the greatest in recorded history. One need only examine the frightening number of districts across the nation who are being confronted with dropping enrollment, taxpayer revolts, curtailment of services, etc. to recognize the tremendous problems being faced by educators.

Public relations is a system of two way communications. Caution must be taken to ensure this communication is not limited to a one-way system or an information exchange but must actively involve all parties concerned. It is only through this kind of bi-lateral interaction that we can get our message to the public and receive needed information and ideas from them. We must learn a great deal more about our communities. We must find out what they expect of the schools and what their opinions are if we ever hope to seriously challenge the onslaught of critics.

A. Summary of the Development of the Evaluative Tools Used for this Project.

Stroudsburg is a rather conservative community with modest resources to finance its public schools.

All evidence points to the fact that this medium-size school district had an extremely weak public relations program. The task of my project, therefore, was to develop a comprehensive, effective P.R. program.

A goal and six objectives were set. Five evaluative tools were used to help determine attainment of the objectives and goal. Two of these measures were objective and three were subjective. A difficulty was explained in evaluating the true success of a public relations program because it requires an assessment of attitudes and opinions. The availability of purely objective tools to measure true attitudes and opinions is virtually non-existent. The primary tool used to measure the public's view of the Stroudsburg School District was a two-part opinion questionnaire.

The tools used to help evaluate the success of this project were:

1.) Two opinion questionnaires:

One opinion questionnaire was administered to parents, students and teachers in March of 1974 and again in January of 1976. In addition to helping give our public relations efforts some direction, a comparison of the results was made to determine the success of several parts of the program. Further comparisons were also made to help determine whether the image of the district had improved over the two year period in which the P.R. program had been established.

2.) Teacher Questionnaire

A very brief questionnaire was administered to each group of teacher participants upon beginning the program, then again one year after completion of their participation. The purpose was to help determine the cumulative effects the method might be having on eventually training the entire staff in good public relations techniques.

3) Accounting of News Releases Submitted and Publicized.

An accounting of news releases submitted and printed was made to help determine the effects the P.R. program had on increasing news releases and publicity to local residents.

4.) Expert Opinion

Members of the media were asked to submit a statement concerning the condition of the district's public relations program before the project was undertaken and again at its conclusion.

5.) Public Relations Survey

A survey was distributed to 94 Pennsylvania school districts with public relations programs. The purpose of this survey was to have a basis for comparison of the Stroudsburg program with other established programs.

B. Summary of Evidence Showing Attainment of Objectives and Goal.

The goal that was adopted was,"...to organize and establish a comprehensive, effective public relations program over a two-year period which may ultimately help to improve the public's image and support of the school district." There were also six objectives established. It was my contention that if all six objectives were met the goal would also have been achieved. Evidence of achievement of the objectives were as follows:

1.) To establish a part-time public relations director to coordinate the program.

The superintendent, followed by official board action, established me as the part-time public relations director with full responsibility to implement the program as described in this report. I was to devote no more than 20% of my time on the P.R. project.

2.) To directly involve and train staff, through a unique system, in good public relations techniques and practices.

This system of teacher involvement and training might be considered the most unique part of the project.

Different small groups of teachers were trained and involved as paid teacher reporters. One teacher was hired from each elementary school, two from the high school and two from the middle school. They received in-service training and were paid for searching out and submitting news items suitable for publication. Each year a different group of teachers will be similarly trained and involved in the program. It is hoped that the cumulative effects of the system will be to have a staff highly trained and interested in establishing good public relations.

In order to help determine whether the cumulative effect is occurring, each group was and will continue to respond to a brief questionnaire. They will then respond to the same questionnaire one year after their involvement with the program. A recreation of Table 9 below shows the first 9 teachers made only 4 requests for publicity in 1974 and in 1976 the same teachers (only 8 were surveyed because 1 left the district) made 15 requests for publicity.

1974	9 teachers	4 requests for publicity
1976	8 teachers	15 requests for publicity

Table 9

Although not conclusive at this early date, requests for publicity increased by 375%; a stong indication that the program may be having the cumulative effects desired.

3.) To increase the number of news releases submitted, printed and broadcasted.

The general premise was that if the community received more positive publicity about the district their attitude of the district would be improved. An accounting of news releases publicized from October, 1973 to March, 1974, was made and a similar accounting followed during the same time period from 1975-1976. Table 16 below shows a substantial increase in the articles publicized.

	Newspaper	Radio	Television
10/73 to 3/74	47	50	26
10/75 to 3/76	148	125	72

Table 16

These figures include all articles publicized and broadcasted concerning the Stroudsburg Area School District exclusive of sports.

I should note that sports was excluded because all the media have separate departments that cover sports events. There was no need for the district to duplicate the effort.

4.) To increase information to the community through district prepared publications.

Before the start of the second year of the program a decision was made to increase information to the community through the publication of an annual activities calendar and five district newsletters.

Examination of Appendix V, will give concrete evidence that the activities calendar was printed and the first three publications of VIEW, the newly created district newsletter, was also accomplished.

It is interesting to note that question 17 of the opinion questionnaire, (Appendix A, Part 7), shows parents and teachers ranked the district newsletter as the second most dependable source of information about the schools and the students ranked it first.

5.) To directly involve community members in the public relations process.

The most obvious and extensive involvement of the community was through the creation of a Community Advisory Committee.

Despite some early membership problems and near disaster when our budgetary crisis became a reality, this committee, which consists of 18 parents and 5 non-parents, is functioning as a viable source of information about, and communication with the community.

6.) To directly involve students in the public relations process.

Teachers were kept informed of the importance of student-teacher relationships in establishing good public relations through periodic articles in the superintendent's staff newsletter and additional face-to-face contacts with the elementary staff.

Students were directly involved in administering the first parent questionnaire. They were involved with the mechanics of printing and collating all district publications. The student newspaper staff also received all news releases submitted by the professional staff.

The most extensive involvement was in the Stroudsburg Student Speak program. This was a 15 minute weekly television program that was broadcast over the local television station. About 15 students were responsible for collecting and writing all news releases, reporting, and the taping of all shows.

Although many verbal compliments were received concerning this telecast, the results of question 17, (Appendix A, Part 7), clearly shows all three groups, parents, students and teachers, rank the television last in importance concerning where parents should receive information about local schools.

Since we own our own equipment, this TV show could be continued at very minimal cost to the district. My recommendation, therefore, is to continue our present level of participation in order to continue student involvement. I would not recommend expanding the program at this time.

Since students were hurt most by the program cuts necessary to reduce the budget, their view of the school district should have dropped. An examination of the results in appendix A, part 7, however, shows the positive responses of elementary students increased and responses of middle and high school students remained basically unchanged.

The bad publicity brought about by a whopping real-estate tax increase needed by the district and the curtailment of programs and services necessary to cut the budget should have resulted in a substantially lower image of the school district. I felt I could consider the public relations program successful if the percentage of negative and positive responses remained unchanged on the second questionnaire. Examination of these results in appendix A, part 7, shows the positive responses have generally increased and the negative responses decreased, giving some evidence of an improved public image of the school district.

The results of the public relations survey, (Tables 14 and 15 in Chapter XV) show the program compares favorably to at least 17 other established programs in the state of Pennsylvania.

It was also expressed that, despite a lack of objective evidence, no district gave its local schools better publicity coverage than that provided by the cooperative program established through this project.

C. Concluding Statement

Substantial evidence exists which shows all six objectives were met. Results of the opinion questionnaire indicates that, despite adverse publicity brought about through a budgetary crisis, the image of the district has improved. The public relations survey shows that the program organized through this project compares very favorably with other established public relations programs in Pennsylvania.

The fact that the board of directors not only funded the program for the second year but actually granted approval for increased expenditures during a severe budget shortage should be considered an additional indication of the success of the program.

With all this evidence, the final conclusion to be drawn is that an effective and comprehensive public relations program was established and continues to function in the Stroudsburg Area School District.

Although this program will not acquire the services that a full-time director can provide, it can be applied to any small- to medium-size district with limited resources for revenue.

If this coordinate program is adopted fully, with a quarter to half-time director, paid local teacher reporters, and scheduled publications, it will result in a more effective, comprehensive, relatively low-cost program than any traditional program can provide.

Indications are very strong that the ultimate results will be an increased school image and greater public support for the adopting school district.

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APPENDIX A

Part 1 - Cover letter and 1st parent questionnaire

Part 2 - 1st student questionnaire

Part 3 - 1st teacher questionnaire

Part 4 - Cover letter and 2nd parent questionnaire

Part 5 - 2nd student questionnaire

Part 6 - 2nd teacher questionnaire

Part 7 - Comparison of percentages of returns

Part 8 - Print out of 2nd questionnaire

A - PART 1

Dear Parents:

The Stroudsburg Area School District has plans under way to start a very complete public relations program, utilizing newspaper, television and radio coverage.

In order to make this program as effective as possible, we must know your opinion of different areas of the school. We would also like to know what weaknesses you see with us and our programs. What you like and what you do not like about the schools.

Answering the 19 questions on Part II of this questionnaire as accurately as possible will enable us to design the program to the needs as you, the taxpayers, see them.

A community laison committee with wide-spread representation may also be established to work on correcting or answering the problems you feel exist.

Your son or daughter will bring this questionnaire home to you. Please answer the questions as quickly and accurately as possible and have your son or daughter return it to school. If you put it off, as we are all prone to do, it may never get completed and many problems or questions you have may never be corrected or answered.

You need fill out only one questionnaire, no matter how many children you have or how many different schools they attend.

Example: a parent with two children in the elementary school and three in the high school would check the questions this way.

SAMPLE

Parent Questionnaire

School(s) child/children attend (one form can be used for all schools and all students)

Elem. ✓
Mid. ______
High. ✓

Part II

1. What do you think of the education program?

	Excellent	Fair	Poor	Don't Know
Elementary		✓		
Middle				
High				✓

Thank you so much for your cooperation and time. We hope we can assure you your time spent on this will not be wasted.

Cordially yours,

Thomas J. Santoro

Thomas J. Santoro

A - PART 1

Please do not sign.

School(s) child/children attend
(One form can be used for all
schools and all children)
Elem._______
Mid._______
High._______

PARENT QUESTIONNAIRE

Part I.

Please check one

1. Your schooling
   - _______ a. Stroudsburg Area
   - _______ b. Other
2. Occupation
   - _______ a. Skilled
   - _______ b. Unskilled
   - _______ c. Domestic (Housewife)
   - _______ d. Business
   - _______ e. Professional
3. Age
   - _______ a. Under 35
   - _______ b. 35-60
   - _______ c. 60 -
4. Sex
   - _______ a. Male
   - _______ b. Female

Part II.

1. What do you think of the educational program?

	Excellent	Fair	Poor	Don't Know
Elem.	_______ a.	_______ b.	_______ c.	_______ d.
Mid.	_______ a.	_______ b.	_______ c.	_______ d.
High.	_______ a.	_______ b.	_______ c.	_______ d.

2. What do you think of the administrative staff of the Stroudsburg school system.

	Excellent	Fair	Poor	Don't Know
Elem.	_______ a.	_______ b.	_______ c.	_______ d.
Mid.	_______ a.	_______ b.	_______ c.	_______ d.
High.	_______ a.	_______ b.	_______ c.	_______ d.

3. Do you believe the administrative staff is:
_______ a. understaffed _______ b. overstaffed _______ c. just right

4. Do you believe teachers of the Stroudsburg school system are:

	Excellent	Fair	Poor
Elem.	_______ a.	_______ b.	_______ c.
Mid.	_______ a.	_______ b.	_______ c.
High.	_______ a.	_______ b.	_______ c.

5. Do you feel your child's teacher knows him/her well?

	yes	no
Elem.	________ a.	________ b.
Mid.	________ a.	________ b.
High.	________ a.	________ b.

6. Do you feel your child's teacher gives him/her enough help in school work?

	yes	no
Elem.	________ a.	________ b.
Mid.	________ a.	________ b.
High.	________ a.	________ b

7. How much time does your child spend on homework?

	Not enough	Just right	Too Much
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

8. Are you satisfied with the teaching methods used in your child's school?

	Yes	No	Not Sure
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

9. Do you feel much of what your child is learning will be useful in everyday living?

	Yes	No	Not Sure
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High	________ a.	________ b.	________ c.

10. Are there things that your child should be learning which are not being taught by the schools?

	Yes	No	Not Sure
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

11. Do you feel the discipline in your child's school is?

	Too Strict	Just Right	Not Strict Enough
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

12. Does your child's school have adequate equipment and supplies for instruction (A-V equipment, library books, textbooks, etc.)

	Yes	No	Not Sure
Elem.	______ a.	______ b.	________ c.
Mid.	______ a.	______ b.	________ c.
High.	______ a.	______ b.	________ c.

13. Do you feel welcome when you visit the school?

	Yes	No	Never Visit
Elem.	______ a.	______ b.	________ c.
Mid.	______ a.	______ b.	________ c.
High.	______ a.	______ b.	________ c.

14. Are you treated with courtesy when you call the school?

	Yes	No	Never Call
Elem.	______ a.	______ b.	________ c.
Mid.	______ a.	______ b.	________ c.
High.	______ a.	______ b.	________ c.

15. Do you know as much about the school as you would like?

	Yes	No
Elem.	_____ a.	____ b.
Mid.	_____ a.	____ b.
High.	_____ a.	____ b.

16. Do you feel the school does a good or a poor job of telling you about programs, activities and policies?

	Good	Fair	Poor
Elem.	________ a.	______ b.	________ c.
Mid.	________ a.	______ b.	________ c.
High.	________ a.	______ b.	________ c.

17. Where do you get your information about the schools. (check one or more)

__________ a. Visiting the school
__________ b. Talking with my child/ children
__________ c. Newspapers
__________ d. Television
__________ e. Radio
__________ f. I get very little information

18. Do you feel the Board of Education does an adequate job of running the schools?

_________ a. yes   _________ b. no

19. What problem, if any, do you see with the Stroudsburg Area Schools?

Please do not sign.

Please check the school
you attend (check one)
Elem. K-4 ________
Mid. 5-6 ______ 7-8 ________
High. ________

STUDENT QUESTIONNAIRE

Part I

Please check one

1. When you leave High School do you plan to:

a. ________ go to college
b. ________ work at a skilled trade
c. ________ work at an unskilled trade
d. ________ other

Part II

1. What do you think of the educational program in Stroudsburg?

	Excellent	Fair	Poor	Don't Know
Elem.	________ a.	______ b.	_______ c.	_________ d.
Mid.	________ a.	______ b.	_______ c.	_________ d.
High	________ a.	______ b.	_______ c.	_________ d.

2. What do you think of the administrative staff of the Stroudsburg school system?

	Excellent	Fair	Poor	Don't Know
Elem.	_______ a.	_______ b.	_______ c.	_________ d.
Mid.	_______ a.	_______ b.	_______ c.	_________ d.
High	_______ a.	_______ b.	_______ c.	_________ d.

3. Do you believe the administrative staff is:

_______ a. understaffed _______ b. overstaffed _______ c. just right

4. Do you believe teachers of the Stroudsburg school system are:

	Excellent	Fair	Poor
Elem.	_______ a.	_______ b.	_______ c.
Mid.	_______ a.	_______ b.	_______ c.
High.	_______ a.	_______ b.	_______ c.

A - 2

5. Do you feel your teacher knows you well?

	yes	no
Elem.	________ a.	________ b.
Mid.	________ a.	________ b.
High.	________ a.	________ b.

6. Do you feel your teacher gives you enough help in school work?

	yes	no
Elem.	________ a.	________ b.
Mid.	________ a.	________ b.
High.	________ a.	________ b.

7. How much time do you spend on homework each night?

	Under 1/2 hr.	Between 1/2 & 1 hr.	Over 1 hr.
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

8. Are you satisfied with the teaching methods used by your teachers? (Lecture, independent study, individualized teaching, etc.)

	yes	no	not sure
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

9. Do you feel much of what you are learning will be useful in everyday living?

	yes	no	not sure
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

10. Are there things that you should be learning which is not being taught by the schools?

	yes	no	not sure
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

A - 2

11. Do you feel the discipline in your school is?

	Too Strict	Just Right	Not Strict Enough
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

12. Do you feel your teachers have adequate equipment and supplies for instruction (A-V equipment, library books, textbooks, etc.)

	Yes	No	Not Sure
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

13. Do you feel welcome when you ask a teacher for extra help?

	Yes	No	Never Ask
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

14. Do you feel you are treated with courtesy by your teachers?

	Yes	No
Elem.	________ a.	________ b.
Mid.	________ a.	________ b.
High.	________ a.	________ b.

15. Do you feel your parents know as much about the school as you think they should?

	Yes	No
Elem.	________ a.	________ b.
Mid.	________ a.	________ b.
High.	________ a.	________ b.

16. Do you feel the school does a good or a poor job of telling parents about programs, activities and policies?

	Good	Fair	Poor
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

A - 2

17. Where do you feel information about the schools should come. (check one or more)

___________ a. Visiting the school
___________ b. Talking with students
___________ c. Newspapers
___________ d. Television
___________ e. Radio
___________ f. No information should be given.

18. Do you feel the Board of Education does an adequate job of running the schools?

___________ a. yes ___________ b. no

19. What problem, if any, do you see with the Stroudsburg Area Schools?

A - PART 3

Please do not sign.

Grade level you teach
(check one)
Elem. K-4 ________
Mid. 5-6 ________ 7-8 ________
High. 9-12 ________

TEACHER QUESTIONNAIRE

1. What do you think of the educational program in general?

	Excellent	Fair	Poor	Don't Know
Elem.	________ a.	________ b.	________ c.	________ d.
Mid.	________ a.	________ b.	________ c.	________ d.
High.	________ a.	________ b.	________ c.	________ d.

2. What do you think of the administrative staff of the Stroudsburg school system?

	Excellent	Fair	Poor	Don't Know
Elem.	________ a.	________ b.	________ c.	________ d.
Mid.	________ a.	________ b.	________ c.	________ d.
High.	________ a.	________ b.	________ c.	________ d.

3. Do you believe the administrative staff is:

________ a. understaffed ________ b. overstaffed ________ c. just right

4. Do you believe teachers of the Stroudsburg school system are:

	Excellent	Fair	Poor
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

5. Do you feel you know the students in your class well?

	Yes	No
Elem.	________ a.	________ b.
Mid.	________ a.	________ b.
High.	________ a.	________ b.

6. Do you feel you give every student enough help in school work?

	Yes	No
Elem.	________ a.	________ b.
Mid.	________ a.	________ b.
High.	________ a.	________ b.

A - 3

7. How much homework do you give students each night?

	1/2 hr. or less	1/2 to 1 hr.	1 hr. or more
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

8. Do you feel the teaching methods you are using are the most effective?

	Yes	No	Not Sure
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

9. Do you feel much of what you are teaching will be useful in everyday living?

	Yes	No	Not Sure
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

10. Are there things that your students should be learning which are not being taught by you?

	Yes	No	Not Sure
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

11. Do you feel the discipline in your child's school is?

	Too Strict	Just Right	Not Strict Enough
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

12. Do you feel the school provides you with adequate equipment and supplies for instruction (A-V equipment, library books, textbooks, etc.)

	Yes	No	Not Sure
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

A - 3

13. Do you believe you make parents feel welcome when they visit the school?

	Yes	No	Parents Never Visit
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

14. Do you feel you treat parents with courtesy when they call concerning possible problems?

	Yes	No	Parents NeverCall
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

15. Do you know as much about the other schools in the district as you would like?

	Yes	No
Elem.	________ a.	________ b.
Mid.	________ a.	________ b.
High.	________ a.	________ b.

16. Do you feel the district does a good or a poor job of telling the community about programs, activities and policies?

	Good	Fair	Poor
Elem.	________ a.	________ b.	________ c.
Mid.	________ a.	________ b.	________ c.
High.	________ a.	________ b.	________ c.

17. Do you think parents know as much about the schools as they need to know?

	Yes	No
Elem.	________ a.	________ b.
Mid.	________ a.	________ b.
High.	________ a.	________ b.

18. What do you think is the best method/methods of getting information about the schools to the parents.

________ a. Visiting the school
________ b. Talking with their child/children
________ c. Newspapers
________ d. Television
________ e. Radio

A - 3

19. Do you feel the Board of Education does an adequate job of running the schools?

________ a. yes ________ b. no

20. What problem, if any, do you see with the Stroudsburg Area Schools?

A - PART 4

January 23, 1976

Dear Parents:

If you will remember, two years ago you received the first opinion questionnaire the district had ever done. (at least within memory). The purpose of that first questionnaire was to help determine how much you knew about the district and to build a public relations program to keep you better informed about the programs, plans and people of your schools.

Additional publicity through the local newspapers, radio and television and the printing of a district calendar and newsletter was part of our effort to keep you informed.

Would you take a few moments to carefully and thoughtfully fill out this follow-up questionnaire to help us determine how effective our efforts to keep you informed have been.

You may send it back to school with your child or you may mail it directly to me to the B.F. Morey School, 1044 W. Main Street or the W.H. Ramsey School, 528 Thomas Street.

Thank you,

Thomas J. Santoro

Thomas J. Santoro

A - PART 4

PARENT QUESTIONNAIRE

Please do not sign.

Please check the school Elem.K-4__
your child or one of your Mid. 5-8__
children attend High 9-12__

In reference to the school you indicated above please answer the following questions. When you do not know the answer or when you have no opinio leave the item blank.

1. What do you think of the educational program?

Poor_______Fair____Excellent_____

2. What do you think of the administrative staff?

Poor_______Fair____Excellent_____

3. Do you believe the adminstrative staff is:

Understafffed______Just Right___Over-Staffed _____

4. Do you believe the teachers are:

Poor_______Fair____Excellent_____

5. Do you feel your child's teacher knows him/her well?

No______Yes____________

6. Do you feel your child's teacher gives him/her enough help in school work?

No______Yes____________

7. Are you satisfied with the teaching methods used in your child's school?

No______Yes____________

8. Do you feel most of what your child is learning will be useful in every day living? No______Yes___________

9. Are there many things that your child should be learning which are not being taught?

No______Yes____________

A - 4

10. How much time does your child spend on homework daily?

Under ½ hour _____ ½ to 1 hour_____ Over 1 hour_____

11. Do you feel the discipline in your child's school is?

Not strict enough _____ the right amount _____ too strict _____

12. Does your child's school have adquate equipment and supplies for instruction (A-V equipment, library, textbooks, etc.)?

no _____yes__________

13. Do you feel welcome when you visit the school?

no_____yes__________

14. Are you treated with courtesy when you telephone the school?

no_____yes__________

15. Do you know as much about the school as you would like?

no_____ yes__________

16. Do you feel the school does a good job of telling you about programs, activities and policies?

no_____ yes__________

17. Where do you get your information about the schools? (check one or more)

_____1. visiting the school.
_____2. talking with my child
_____3. newspapers
_____4. television
_____5. radio
_____6. district newsletter

18. Do you feel the Board of Education does a good job of running the schools?

no_____yes__________

If you have additional comments please explain on a separate sheet of paper and send this entire form back to school with your child by January 30, 1976.

If you wish further information please call or write to: Thomas J. Santoro, B. F. Morey School, 1044 W. Main St., Stroudsburg, Pa. 18360, phone 421-6371

A - PART 5

STUDENT QUESTIONNAIRE

Please do not sign

Please check the school you attend
Elem. K-4____
Mid. 5-8____
High 9-12____

In reference to the school you indicated above please answer the following questions. When you do not know the answer or when you have no opinion leave the item blank.

1. What do you think of the educational program in Stroudsburg?
Poor_____ Fair______ Excellent_______

2. What do you think of the administrative staff of the Stroudsburg school system?
Poor_____ Fair______ Excellent_______

3. Do you believe the administrative staff is:
Understaffed _____ Just right_____ Over-staffed_________

4. Do you believe teachers of the Stroudsburg school system are:
Poor_____ Fair______ Excellent_______

5. Do you feel your teacher knows you well?
No______ Yes______________

6. Do you feel your teacher gives you enough help in school work?
No______ Yes______________

7. Are you satisfied with the teaching methods used by your teachers? (Lecture, independent study, individualized teaching, etc.)
No_____ Yes______________

8. Do you feel most of what you are learning will be useful in everyday living?
No_____ Yes______________

9. Are there many things that you should be learning which is not being taught by the schools?
No_____ Yes______________

10. How much time do you spend on homework each night?
Under ½ hour_______ ½ to 1 hour _____ Over 1 hour_____

A · 5

11. Do you feel the discipline in your school is?

Not strict enough _____the right amount ______too strict ______

12. Do you feel your teachers have adequate equipment and supplies for instruction (A-V equipment, library books, textbooks, etc.)

no ______yes______________

13. Do you feel welcome when you ask a teacher for extra help?

no_______yes______________

14. Do you feel you are treated with courtesy by your teachers?

no______ yes______________

15. Do you feel your parents know as much about the school as you think they should?

no______ yes______________

16. Do you feel the school does a good or a poor job of telling parents about programs, activities and ploicies?

no______ yes______________

17. Where do you feel information about the schools should come? (check one or more)

______1. Visiting the school

______2. Talking with students

______3. Newspapers

______ 4. Television

______ 5. Radio

______ 6. District Newsletter

18. Do you feel the Board of Education does a good job of running the schools?

no_____ yes______________

If you have additional comments please explain on a separate sheet of paper and attach it to this form. Return the entire form to your teacher and it will be turned into the office by January 30, 1976.

A - PART 6

TEACHER QUESTIONNAIRE

Please do not sign

Please check the school in which you teach
Elem.K-4____
Mid. 5-8____
High9-12____

In reference to the school you indicated above please answer the following questions. When you do not know the answer or have no opinion leave the item blank.

1. What do you think of the educational program?

Poor_____Fair_____Excellent________

2. What do you think of the administrative staff?

Poor_____Fair_____Excellent________

3. Do you believe the administrative staff is:

Understaffed _____ Just right____ Over-staffed ________

4. Do you believe teachers of the Stroudsburg school system are:

Poor_____Fair_____Excellent________

5. Do you feel you know the students in your class well?

No_____Yes_______________

6. Do you feel you give every student enough help in school work?

No_____Yes______________

7. Do you feel the teaching methods you are using are the most effective?

No______Yes______________

8. Do you feel most of what you are teaching will be useful in everyday living?

No_____Yes_______________

9. Are there many things that your students should be learning which are not being taught by you?

No_____Yes______________

10. How much homework do you give students each night?

Under ½ hour______ ½ to 1 hour ______ Over 1 hour____________

A - 6

11. Do you feel the discipline in your school is?

Not strict enough____ The right amount ______ Too strict___

12. Do you feel the school provides you with adequate equipment and supplies for instruction (A-V equipment, library books, textbooks, etc.)

No ______ Yes______

13. Do you believe you make parents feel welcome when they visit the school?

No ______ Yes______

14. Do you feel you treat parents with courtesy when they call concerning possible problems?

No ______ Yes______

15. Do you think parents know as much about the schools as they need to know?

No ______ Yes______

16. Do you feel the district does a good job of telling the community about programs, activities and policies?

No ______ Yes______

17. What do you think is the best method/methods of getting information about the schools to the parents.

________1. Visiting the school

________2. Talking with their child

________3. Newspapers

______4. Television

______5. Radio

______6. District Newsletter

18. Do you feel the Board of Education does a good job of running the schools?

No______ Yes______

19. Do you know as much about the other schools in the district as you would like?

No______ Yes______

If you have additional comments please explain on a separate sheet of paper and return the entire form to your school office before January 30, 1976.

A - PART 7

COMPARISON OF PERCENTAGES
OF FIRST AND SECOND QUESTIONNAIRES
- ALL GROUPS SURVEYED -

1 What do you think of the educational program?

		P S T	P S T	P S T
		Poor	**Fair**	**Excellent**
Elem.	1.	2 - 3 - 7	50 - 58 - 32	42 - 19 - 61
	2.	1 - 2 - 0	51 - 51 - 53	42 - 45 - 47
Middle	1.	6 - 9 - 10	51 - 46 - 57	18 - 33 - 33
	2.	4 - 9 - 0	57 - 78 - 60	37 - 12 - 29
High	1.	14 - 22 - 22	60 - 67 - 36	13 - 6 - 14
	2.	11 - 14 - 0	68 - 82 - 47	19 - 3 - 53

2. What do you think of the administrative staff?

Elem.	1.	7 - 8 - 13	41 - 41 - 57	34 - 29 - 28
	2.	4 - 4 - 3	48 - 29 - 71	37 - 61 - 26
Middle	1.	12 - 8 - 27	43 - 53 - 53	15 - 23 - 14
	2.	11 - 17 - 11	58 - 68 - 57	26 - 11 - 20
High	1.	28 - 29 - 39	44 - 58 - 48	9 - 8 - 14
	2.	22 - 34 - 27	53 - 59 - 53	19 - 3 - 7

3. Do you believe the adminstrative staff is:

		Understaffed	**Just Right**	**Overstaffed**
All	1	34 - 24 - 59	56 - 54 - 19	17 - 22 - 22
Schools	2.	24 - 18 - 39	57 - 62 - 41	19 - 5 - 20

4. Do you believe the teachers are:

		Poor	**Fair**	**Excellent**
Elem.	1.	2 - 7 - 10	48 - 43 - 38	49 - 50 - 52
	2.	0.2 - 2 - 0	39 - 30 - 39	61 - 68 - 61
Middle	1.	8 - 7 - 5	66 - 61 - 62	26 - 32 - 33
	2.	7 - 8 - 0	51 - 70 - 66	36 - 22 - 34
High	1.	19 - 15 - 9	65 - 74 - 62	16 - 11 - 29
	2.	8 - 12 - 0	73 - 82 - 44	19 - 6 - 56

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5. P Do you feel your child's teacher knows him/her well?
   S Do you feel your teacher knows you well?
   T Do you feel you know the students in your class well?

		no	yes
Elem.	1.	11 - 23 - 0	89 - 77 - 100
	2.	7 - 8 - 3	93 - 92 - 97
Middle	1.	37 - 28 - 0	63 - 72 - 100
	2.	36 - 29 - 3	64 - 73 - 97
High	1.	57 - 48 - 1	43 - 52 - 95
	2.	50 - 56 - 33	50 - 44 - 67

6. P Do you feel your child's teacher gives him/her enough help in school work?
   S Do you feel your teacher gives you enough help in school work?
   T Do you feel you give every student enough help in school work?

Elem	1.	9 - 15 - 35	91 - 85 - 65
	2.	10 - 13 - 41	90 - 87 - 59
Middle	1.	37 - 26 - 36	63 - 74 - 64
	2.	40 - 27 - 53	60 - 73 - 47
High	1.	46 - 33 - 29	54 - 67 - 71
	2.	41 - 39 - 47	59 - 61 - 53

7. P Are you satisfied with the teaching methods used in your child's school?
   S Are you satisfied with the teaching methods used by your teachers?
   (Lecture, independent study, individualized teaching, etc)
   T Do you feel the teaching methods you are using are the most effective?

Elem	1.	11 - 15 - 3	69 - 60 - 86
	2.	13 - 15 - 8	82 - 81 - 84
Middle	1.	24 - 25 - 17	42 - 45 - 52
	2.	37 - 33 - 29	47 - 61 - 69
High	1.	34 - 38 - 22	37 - 34 - 61
	2.	42 - 49 - 27	47 - 47 - 67

8. P Do you feel most of what your child is learning will be useful in everyday living?
   S Do you feel most of what you are learning will be useful in everyday living?
   T Do you feel most of what you are teaching will be useful in everyday living?

Elem.	1.	9 - 16 - 3	81 - 65 - 97
	2.	6 - 8 - 3	92 - 91 - 97
Middle	1.	18 - 23 -15	64 - 55 - 82
	2.	24 - 37 - 6	74 - 60 - 94
High	1.	25 - 47 -11	51 - 34 - 83
	2.	30 - 64 -27	63 - 31 - 67

9. P Are there many things that your child should be learning which are not being taught?
   S Are there many things that you should be learning which is not being taught by the schools?
   T Are there many things that your students should be learning which are not being taught by you?

		No	Yes
Elem.	1.	33 - 40 - 32	30 - 32 - 53
	2.	67 - 72 - 42	22 - 26 - 55
Middle	1.	30 - 28 - 26	34 - 52 - 33
	2.	57 - 72 - 20	35 - 45 - 74
High	1.	26 - 20 - 0	42 - 65 - 89
	2.	30 - 31 - 33	58 - 64 - 60

10 P How much time does your child spend on homework daily?
   S How much time do you spend on homework each night?
   T How much homework do you give students each night?

		Under ½ hour	½ to 1 hr.	Over 1 hr.
Elem.	1.	39 - 41 - 89	58 - 41 - 11	3 - 18 - 0
	2.	46 - 39 - 45	54 - 61 - 55	0 - 0 - 0
Middle	1.	28 - 35 - 45	57 - 44 - 45	16 - 21 - 0
	2	49 - 50 - 50	51 - 50 - 50	0 - 0 - 0
High	1.	44 - 43 - 50	47 - 43 - 44	9 - 14 - 0
	2.	60 - 68 - 85	39 - 32 - 15	1 - 0 - 0

11. P Do you feel the discipline in your child's school is?
    S Do you feel the discipline in your school is?
    T Do you feel the discipline in your school is?

		Not strict enough	The right amount	Too strict
Elem.	1.	24 - 16 - 44	71 - 57 - 51	4 - 27 - 5
	2.	25 - 12 - 30	73 - 62 - 67	2 - 26 - 3
Middle	1.	47 - 18 - 52	47 - 52 - 44	7 - 30 - 4
	2.	49 - 11 - 74	43 - 45 - 22	8 - 44 - 4
High	1.	59 - 14 - 84	27 - 47 - 13	14 - 39 - 0
	2.	59 - 24 - 50	35 - 37 - 36	6 - 39 - 14

12. P Does your child's school have adequate equipment and supplies for instruction (A-V equipment, library, textbooks, etc.)?
    S Do you feel your teachers have adequate equipment and supplies for instruction (A-V equipment, library books, textbooks, etc.).
    T Do you feel the school provides you with adequate equipment and supplies for instruction (A-V equipment, library books, textbooks, etc.).

		No	Yes
Elem.	1.	12 - 28 - 46	66 - 49 -50
	2.	10 - 22 - 29	78 - 77 -71
Middle	1.	25 - 27 - 37	53 - 57 - 53
	2.	39 - 40 - 34	60 - 59 - 54
High	1.	21 - 40 - 61	55 - 53 - 53
	2.	36 - 48 - 40	59 - 45 - 53

13. **P** Do you feel welcome when you visit the school?
S Do you feel welcome when you ask a teacher for extra help?
T Do you believe you make parents feel welcome when they visit the school?

		No	Yes
Elem.	1.	4 - 19 - 3	93 - 68 - 97
	2.	2 - 23 - 0	95 - 76 -100
Middle	1	5 - 26 - 0	74 - 56 - 90
	2.	9 - 35 - 0	88 - 60 - 86
High	1	12 - 45 - 5	73 - 23 - 84
	2	28 - 33 - 0	64 - 53 - 93

14. **P** Are you treated with courtesy when you telephone the school?
S Do you feel you are treated with courtesy by your teachers?
T Do you feel you treat parents with courtesy when they call concerning possible problems?

Elem	1	10 - 19 - 0	78 - 68 - 97
	2.	2 - 13 - 0	95 - 84 -100
Middle	1.	3 - 30 - 0	88 - 56 -100
	2.	9 - 28 - 0	89 - 65 - 89
High	1.	10 - 39 - 0	76 - 23 - 95
	2.	8 - 37 - 0	88 - 49 - 93

15. **P** Do you know as much about the school as you would like?
S Do you feel your parents know as much about the school as you think they should?
T Do you think parents know as much about the schools as they need to know?

Elem.	1.	60 - 46 - 72	40 - 54 - 28
	2.	42 - 41 - 59	58 - 59 - 41
Middle	1	57 - 52 - 81	43 - 48 - 19
	2.	46 - 62 - 63	54 - 38 - 37
High	1.	71 - 60 - 95	29 - 40 - 5
	2	49 - 60 - 71	51 - 40 - 29

16. **P** Do you feel the school does a good job of telling you about programs, activities and policies?
S Do you feel the school does a good or a poor job of telling parents about programs, activities and policies?
T Do you feel the district does a good job of telling the community about programs, activities and policies?

Elem.	1.	10 - 50	57 - 5
	2.	11 - 21	83 - 71
Middle	1.	71 - 21	29 - 5
	2.	26 - 37	73 - 46
High	1.	21 - 35	44 - 15
	2.	29 - 40	64 - 40

A - 7

17. P Where do you get your information about the schools?
S Where do you feel information about the schools should come?
T What do you think is the best method/methods of getting information about the schools to the parents.

334 - 485 - 66-1. Visiting the school
552 - 435 - 35-2. Talking with their child
289 - 417 - 28-3. Newspapers
11 - 197 - 8-4. Television
180 - 386 -21-5. Radio
381 - 556 -45-6. District Newsletter

18. Do you feel the Board of Education does a good job of running the schools?

		No	Yes
All schools	1.	30 - 43 - 45	70 - 57 - 55
	2.	36 - 49 - 38	64 - 51 - 62

19. T Do you know as much about the other schools in the district as you would like?

			No	Yes
	Elem.	1.	72	28
		2.	84	13
Teacher only	Middle	1.	81	19
		2.	69	17
	High	1.	95	5
		2.	73	80

TOTAL ELEMENTARY PARENTS

```
                       QUESTIONAIRE TOTALS FOR SURVEY

NO. OF TEACHERS SURVEYED      0     ELEMENTARY   464
NJ. OF PARENTS SURVEYED     464     MIDDLE         0
NO. OF STUDENTS SURVEYED      0     HIGH           0

  1. POOR      7    FAIR   236    EXCELLENT   194    NO OPINION     27
  2. POOR     19    FAIR   225    EXCELLENT   170    NO OPINION     50
  3. UNDERSTAFFED    -87    JUST RIGHT   216    OVERSTAFFED    56    NO OPINION 105
✓ 4. POOR      1    FAIR   167    EXCELLENT   258    NO OPINION     38
✓ 5. NO     33    YES   417    NO OPINION    14
✓ 6. NO     43    YES   407    NO OPINION    14
  7. NO     62    YES   379    NO OPINION    23
  8. NO     27    YES   425    NO OPINION    12
  9. NO    310    YES   100    NO OPINION    54
✓ 10. UNDER 1/2 HOUR   181    1/2 TO 1 HOUR   215    OVER 1 HOUR     0    NO OPINION    68
✓ 11. NOT STRICT ENOUGH   103    THE RIGHT AMOUNT   306    TOO STRICT     8    NO OPINION    47
  12. NO     46    YES   362    NO OPINION    56
  13. NO      7    YES   440    NO OPINION    17
  14. NO      7    YES   439    NO OPINION    18
✓ 15. NO    181    YES   247    NO OPINION    36
✓ 16. NO     53    YES   385    NO OPINION    26
  17. VISITING THE SCHOOL   237    TALKING WITH STUDENTS   397    NEWSPAPERS   179    TV     8
  RADIO   127    DISTRICT NEWSLETTER   252    NO OPINION     7
✓ 18. NO    116    YES   246    NO OPINION   102
```

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A - PART 8

Parent MIDDLE

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                    QUESTIONAIRE TOTALS FOR SURVEY

NO. OF TEACHERS SURVEYED      0    ELEMENTARY     0
NO. OF PARENTS SURVEYED      89    MIDDLE        89
NO. OF STUDENTS SURVEYED      0    HIGH           0

1. POOR      4    FAIR    51    EXCELLENT    33    NO OPINION     1
2. POOR     10    FAIR    52    EXCELLENT    23    NO OPINION     4
3. UNDERSTAFFED    22    JUST RIGHT    42    OVERSTAFFED    16    NO OPINION   9
4. POOR      6    FAIR    50    EXCELLENT    27    NO OPINION     6
5. NO     32    YES    56    NO OPINION     1
6. NO     34    YES    52    NO OPINION     3
7. NO     33    YES    55    NO OPINION     1
8. NO     21    YES    66    NO OPINION     2
9. NO     51    YES    31    NO OPINION     7
10. UNDER 1/2 HOUR    43    1/2 TO 1 HOUR    44    OVER 1 HOUR    0    NO OPINION     2
11. NOT STRICT ENOUGH    42    THE RIGHT AMOUNT    37    TOO STRICT    7    NO OPINION     3
12. NO    35    YES    53    NO OPINION     1
13. NO     8    YES    78    NO OPINION     3
14. NO     8    YES    79    NO OPINION     2
15. NO    41    YES    48    NO OPINION     0
16. NO    23    YES    65    NO OPINION     1
17. VISITING THE SCHOOL    53    TALKING WITH STUDENTS    78    NEWSPAPERS    55    TV     2
RADIO    30    DISTRICT NEWSLETTER    75    NO OPINION    46
18. NO    33    YES    46    NO OPINION    10
```

High School Parent

QUESTIONAIRE TOTALS FOR SURVEY

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NO. OF TEACHERS SURVEYED      0    ELEMENTARY      0
NO. OF PARENTS SURVEYED      90    MIDDLE          0
NO. OF STUDENTS SURVEYED      0    HIGH           90

1. POOR     10     FAIR    61     EXCELLENT     17     NO OPINION      2
2. POOR     20     FAIR    48     EXCELLENT     17     NO OPINION      5
3. UNDERSTAFFED     17     JUST RIGHT     34     OVERSTAFFED     26     NO OPINION  13
4. POOR      6     FAIR    53     EXCELLENT     14     NO OPINION     17
5. NO     43     YES     43     NO OPINION      4
6. NO     34     YES     49     NO OPINION      7
7. NO     38     YES     42     NO OPINION     10
8. NO     27     YES     57     NO OPINION      6
9. NO     27     YES     53     NO OPINION     10
10. UNDER 1/2 HOUR     52     1/2 TO 1 HOUR     34     OVER 1 HOUR      1     NO OPINION     3
11. NOT STRICT ENOUGH     48     THE RIGHT AMOUNT     29     TOO STRICT      5     NO OPINION      8
12. NO     32     YES     53     NO OPINION      5
13. NO     25     YES     58     NO OPINION      7
14. NO      7     YES     79     NO OPINION      4
15. NO     41     YES     43     NO OPINION      6
16. NO     26     YES     58     NO OPINION      6
17. VISITING THE SCHOOL     44     TALKING WITH STUDENTS     77     NEWSPAPERS     59     TV      1
RADIO     23     DISTRICT NEWSLETTER     63     NO OPINION      1
18. NO     38     YES     35     NO OPINION     17
```

TOTAL ALL PARENTS

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                              QUESTIONAIRE TOTALS FOR SURVEY

NO. OF TEACHERS SURVEYED       0    ELEMENTARY    464
NO. OF PARENTS SURVEYED      643    MIDDLE         89
NO. OF STUDENTS SURVEYED       0    HIGH           90

1. POOR     21     FAIR   348    EXCELLENT   244    NO OPINION    30
2. POOR     49     FAIR   325    EXCELLENT   210    NO OPINION    59
3. UNDERSTAFFED   126    JUST RIGHT   292    OVERSTAFFED    98    NO OPINION 127
4. POOR     13     FAIR   270    EXCELLENT   299    NO OPINION    61
5. NO    108     YES    516     NO OPINION    19
6. NO    111     YES    508     NO OPINION    24
7. NO    133     YES    476     NO OPINION    34
8. NO     75     YES    548     NO OPINION    20
9. NO    388     YES    184     NO OPINION    71
10. UNDER 1/2 HOUR    276    1/2 TO 1 HOUR    293    OVER 1 HOUR     1    NO OPINION    73
11. NOT STRICT ENOUGH    193    THE RIGHT AMOUNT    372    TOO STRICT    20    NO OPINION    58
12. NO    113     YES    468     NO OPINION    62
13. NO     40     YES    576     NO OPINION    27
14. NO     22     YES    597     NO OPINION    24
15. NO    263     YES    338     NO OPINION    42
16. NO    102     YES    508     NO OPINION    33
17. VISITING THE SCHOOL    334    TALKING WITH STUDENTS    552    NEWSPAPERS    289    TV    11
RADIO    180    DISTRICT NEWSLETTER    381    NO OPINION    54
18. NO    187     YES    327     NO OPINION   129
```

ELEMENTRY - STUDENTS

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                         QUESTIONAIRE TOTALS FOR SURVEY

NO. OF TEACHERS SURVEYED      0    ELEMENTARY    216
NO. OF PARENTS SURVEYED       0    MIDDLE          0
NO. OF STUDENTS SURVEYED    216    HIGH            0

1. POOR      4     FAIR    110     EXCELLENT     97     NO OPINION      5
2. POOR      9     FAIR     63     EXCELLENT    132     NO OPINION     12
3. UNDERSTAFFED     14     JUST RIGHT   174     OVERSTAFFED     12     NO OPINION  16
4. POOR      5     FAIR     65     EXCELLENT    145     NO OPINION      1
5. NO     17     YES    197     NO OPINION      2
6. NO     27     YES    185     NO OPINION      4
7. NO     33     YES    176     NO OPINION      7
8. NO     17     YES    197     NO OPINION      2
9. NO    156     YES     57     NO OPINION      3
10. UNDER 1/2 HOUR     84     1/2 TO 1 HOUR     129     OVER 1 HOUR      0     NO OPINION      3
11. NOT STRICT ENOUGH     25     THE RIGHT AMOUNT     132     TOO STRICT     55     NO OPINION      4
12. NO      47     YES     167     NO OPINION      2
13. NO      49     YES     165     NO OPINION      2
14. NO      29     YES     182     NO OPINION      5
15. NO      86     YES     126     NO OPINION      4
16. NO      30     YES     131     NO OPINION     55
17. VISITING THE SCHOOL     91     TALKING WITH STUDENTS     101     NEWSPAPERS     62     TV     43
RADIO     81     DISTRICT NEWSLETTER     130     NO OPINION     4
18. NO      41     YES     130     NO OPINION     45
```

MIDDLE STUDENTS

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                         QUESTIONAIRE TOTALS FOR SURVEY

189
NO. OF TEACHERS SURVEYED      0    ELEMENTARY      0
NO. OF PARENTS SURVEYED       0    MIDDLE        514
NO. OF STUDENTS SURVEYED    514    HIGH            0

 1. POOR     46     FAIR   401    EXCELLENT     64    NO OPINION      3
 2. POOR     86     FAIR   347    EXCELLENT     57    NO OPINION     24
 3. UNDERSTAFFED     99    JUST RIGHT   279    OVERSTAFFED   109    NO OPINION  27
 4. POOR     38     FAIR   348    EXCELLENT    111    NO OPINION     17
 5. NO    138     YES    365     NO OPINION     11
 6. NO    133     YES    365     NO OPINION     16
 7. NO    172     YES    315     NO OPINION     27
 8. NO    189     YES    308     NO OPINION     17
 9. NO    268     YES    232     NO OPINION     14
10. UNDER 1/2 HOUR   247    1/2 TO 1 HOUR   247    OVER 1 HOUR     0    NO OPINION    20
11. NOT STRICT ENOUGH     55    THE RIGHT AMOUNT   224    TOO STRICT   222    NO OPINION    13
12. NO    200     YES    304     NO OPINION     10
13. NO    180     YES    310     NO OPINION     24
14. NO    147     YES    335     NO OPINION     32
15. NO    314     YES    192     NO OPINION      8
16. NO    182     YES    251     NO OPINION     81
17. VISITING THE SCHOOL   247    TALKING WITH STUDENTS    188    NEWSPAPERS   225    TV    108
RADIO    202    DISTRICT NEWSLETTER    231    NO OPINION    11
18. NO    222     YES    255     NO OPINION     37
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HIGH SCHOOL - STUDENTS

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                         QUESTIONAIRE TOTALS FOR SURVEY

NO. OF TEACHERS SURVEYED      0    ELEMENTARY      0
NO. OF PARENTS SURVEYED       0    MIDDLE          0
NO. OF STUDENTS SURVEYED    430    HIGH          430

1. POOR    60    FAIR   353    EXCELLENT    13    NO OPINION     4
2. POOR   146    FAIR   255    EXCELLENT    11    NO OPINION    18
3. UNDERSTAFFED    78    JUST RIGHT   167    OVERSTAFFED   143    NO OPINION  42
4. POOR    51    FAIR   335    EXCELLENT    24    NO OPINION    20
5. NO   231    YES   180    NO OPINION    19
6. NO   159    YES   253    NO OPINION    18
7. NO   210    YES   201    NO OPINION    19
8. NO   274    YES   134    NO OPINION    22
9. NO   134    YES   276    NO OPINION    20
10. UNDER 1/2 HOUR   265    1/2 TO 1 HOUR   125    OVER 1 HOUR     0    NO OPINION    40
11. NOT STRICT ENOUGH    92    THE RIGHT AMOUNT   142    TOO STRICT   152    NO OPINION    44
12. NO   208    YES   195    NO OPINION    27
13. NO   142    YES   228    NO OPINION    60
14. NO   159    YES   210    NO OPINION    61
15. NO   236    YES   155    NO OPINION    39
16. NO   188    YES   140    NO OPINION   102
17. VISITING THE SCHOOL    147    TALKING WITH STUDENTS    445    NEWSPAPERS    417    TV    197
RADIO    386    DISTRICT NEWSLETTER    556    NO OPINION   268
18. NO   237    YES   132    NO OPINION    61
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ALL SCHOOLS - STUDENTS

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                        QUESTIONAIRE TOTALS FOR SURVEY

NO. OF TEACHERS SURVEYED      0    ELEMENTARY   216
NO. OF PARENTS SURVEYED       0    MIDDLE       514
NO. OF STUDENTS SURVEYED   1160    HIGH         430

1. POOR   110    FAIR   864    EXCELLENT   174    NO OPINION    12
2. POOR   241    FAIR   665    EXCELLENT   200    NO OPINION    54
3. UNDERSTAFFED   191    JUST RIGHT   620    OVERSTAFFED   264    NO OPINION  85
4. POOR    94    FAIR   748    EXCELLENT   280    NO OPINION    38
5. NO   386     YES   742    NO OPINION    32
6. NO   319     YES   803    NO OPINION    38
7. NO   415     YES   692    NO OPINION    53
8. NO   480     YES   639    NO OPINION    41
9. NO   558     YES   565    NO OPINION    37
10. UNDER 1/2 HOUR   596    1/2 TO 1 HOUR   501    OVER 1 HOUR    0    NO OPINION    63
11. NOT STRICT ENOUGH   172    THE RIGHT AMOUNT   498    TOO STRICT   429    NO OPINION   61
12. NO    455    YES   666    NO OPINION    39
13. NO    371    YES   703    NO OPINION    86
14. NO    335    YES   727    NO OPINION    98
15. NO    636    YES   473    NO OPINION    51
16. NO    400    YES   522    NO OPINION   238
17. VISITING THE SCHOOL  485    TALKING WITH STUDENTS    445    NEWSPAPERS   417    TV    197
RADIO     386   DISTRICT NEWSLETTER    556   NO OPINION   283
18. NO    500    YES   517    NO OPINION   143
```

TOTAL ELEMENTARY TEACHERS

QUESTIONAIRE TOTALS FOR SURVEY

```
NO. OF TEACHERS SURVEYED     38     ELEMENTARY     38
NO. OF PARENTS SURVEYED       0     MIDDLE          0
NO. OF STUDENTS SURVEYED      0     HIGH            0

1. POOR      0     FAIR     20     EXCELLENT     18     NO OPINION      0
2. POOR      1     FAIR     27     EXCELLENT     10     NO OPINION
3. UNDERSTAFFED     19     JUST RIGHT     13     OVERSTAFFED     5     NO OPINION   1
4. POOR      0     FAIR     14     EXCELLENT     23     NO OPINION      1
5. NO      1     YES     37     NO OPINION     0
6. NO     15     YES     22     NO OPINION     1
7. NO      3     YES     32     NO OPINION     3
8. NO      1     YES     37     NO OPINION     0
9. NO     16     YES     21     NO OPINION     1
10. UNDER 1/2 HOUR     15     1/2 TO 1 HOUR     18     OVER 1 HOUR     0     NO OPINION     5
11. NOT STRICT ENOUGH     11     THE RIGHT AMOUNT     24     TOO STRICT     1     NO OPINION     2
12. NO     11     YES     27     NO OPINION     0
13. NO      0     YES     38     NO OPINION     0
14. NO      0     YES     38     NO OPINION     0
15. NO     22     YES     15     NO OPINION     1
16. NO      8     YES     27     NO OPINION     3
17. VISITING THE SCHOOL     27     TALKING WITH STUDENTS     19     NEWSPAPERS     17     TV     4
RADIO     7     DISTRICT NEWSLETTER     20     NO OPINION     2
18. NO      9     YES     20     NO OPINION     9
19. NO     32     YES      5     NO OPINION     1
```

TEACHERS FROM MIDDLE

```
                         QUESTIONAIRE TOTALS FOR SURVEY


NO. OF TEACHERS SURVEYED    35    ELEMENTARY     0
NO. OF PARENTS SURVEYED      0    MIDDLE        35
NO. OF STUDENTS SURVEYED     0    HIGH           0

1. POOR     0    FAIR    21    EXCELLENT    10    NO OPINION     4
2. POOR     4    FAIR    20    EXCELLENT     7    NO OPINION     5
3. UNDERSTAFFED     9    JUST RIGHT    16    OVERSTAFFED     7    NO OPINION   3
4. POOR     0    FAIR    19    EXCELLENT    10    NO OPINION     6
5. NO     1    YES    34    NO OPINION     0
6. NO    18    YES    16    NO OPINION     1
7. NO    10    YES    24    NO OPINION     1
8. NO     2    YES    33    NO OPINION     0
9. NO     7    YES    26    NO OPINION     2
10. UNDER 1/2 HOUR    15    1/2 TO 1 HOUR    15    OVER 1 HOUR     0    NO OPINION     5
11. NOT STRICT ENOUGH    20    THE RIGHT AMOUNT     6    TOO STRICT     1    NO OPINION     8
12. NO    12    YES    19    NO OPINION     4
13. NO     0    YES    30    NO OPINION     5
14. NO     0    YES    31    NO OPINION     4
15. NO    19    YES    11    NO OPINION     5
16. NO    13    YES    16    NO OPINION     6
17. VISITING THE SCHOOL    27    TALKING WITH STUDENTS    13    NEWSPAPERS     3    TV     3
RADIO     9    DISTRICT NEWSLETTER    16    NO OPINION     5
18. NO    10    YES    17    NO OPINION     8
19. NO    24    YES     6    NO OPINION     5
```

HIGH SCHOOL TEACHERS

QUESTIONAIRE TOTALS FOR SURVEY

```
NO. OF TEACHERS SURVEYED     15    ELEMENTARY      0
NO. OF PARENTS SURVEYED       0    MIDDLE          0
NO. OF STUDENTS SURVEYED      0    HIGH           15

1. POOR      0    FAIR      7    EXCELLENT     8    NO OPINION     0
2. POOR      4    FAIR      8    EXCELLENT     1    NO OPINION     2
3. UNDERSTAFFED     3    JUST RIGHT     5    OVERSTAFFED     5    NO OPINION   2
4. POOR      0    FAIR      4    EXCELLENT     5    NO OPINION     6
5. NO      5    YES    10    NO OPINION     0
6. NO      7    YES     8    NO OPINION     0
7. NO      4    YES    10    NO OPINION     1
8. NO      4    YES    10    NO OPINION     1
9. NO      5    YES     9    NO OPINION     1
10. UNDER 1/2 HOUR    11    1/2 TO 1 HOUR     2    OVER 1 HOUR     0    NO OPINION    2
11. NOT STRICT ENOUGH     7    THE RIGHT AMOUNT     5    TOO STRICT     2    NO OPINION     1
12. NO      6    YES      8    NO OPINION     1
13. NO      0    YES     14    NO OPINION     1
14. NO      0    YES     14    NO OPINION     1
15. NO     10    YES      4    NO OPINION     1
16. NO      6    YES      6    NO OPINION     3
17. VISITING THE SCHOOL     12    TALKING WITH STUDENTS     3    NEWSPAPERS     8    TV     1
RADIO     5    DISTRICT NEWSLETTER     9    NO OPINION     1
18. NO      6    YES      3    NO OPINION     6
19. NO     11    YES      3    NO OPINION     1
```

TOTAL OF ALL TEACHERS

```
                          QUESTIONAIRE TOTALS FOR SURVEY

NO. OF TEACHERS SURVEYED     88    ELEMENTARY     38
NO. OF PARENTS SURVEYED       0    MIDDLE         35
NO. OF STUDENTS SURVEYED      0    HIGH           15

1. POOR      0    FAIR    48    EXCELLENT    36    NO OPINION     4
2. POOR      9    FAIR    55    EXCELLENT    18    NO OPINION     6
3. UNDERSTAFFED    31    JUST RIGHT    34    OVERSTAFFED    17    NO OPINION   6
4. POOR      0    FAIR    37    EXCELLENT    38    NO OPINION    13
5. NO      7    YES    81    NO OPINION     0
6. NO     40    YES    46    NO OPINION     2
7. NO     17    YES    66    NO OPINION     5
8. NO      7    YES    80    NO OPINION     1
9. NO     28    YES    56    NO OPINION     4
10. UNDER 1/2 HOUR    41    1/2 TO 1 HOUR    35    OVER 1 HOUR     0    NO OPINION    12
11. NOT STRICT ENOUGH    38    THE RIGHT AMOUNT    35    TOO STRICT     4    NO OPINION    11
12. NO     29    YES    54    NO OPINION     5
13. NO      0    YES    82    NO OPINION     6
14. NO      0    YES    83    NO OPINION     5
15. NO     51    YES    30    NO OPINION     7
16. NO     27    YES    49    NO OPINION    12
17. VISITING THE SCHOOL    66    TALKING WITH STUDENTS    35    NEWSPAPERS    28    TV    8
RADIO    21    DISTRICT NEWSLETTER    45    NO OPINION    8
18. NO     25    YES    40    NO OPINION    23
19. NO     67    YES    14    NO OPINION     7
```

APPENDIX B

Teacher participant questionnaire

B

QUESTIONNAIRE 1974-75

1. Approximately how many news releases had you written during the 1973-74 school year? ________
2. How many of your class activities had you requested receive publicity last year? ________

APPENDIX C

Public relations survey

C

To: School Public Relations Specialists
From: Thomas J. Santoro
Re: Public Relations Survey
Date: January 19, 1976

I am presently in the process of completing a project of developing a public relations program for small to medium size districts which, if successful, may help encourage school boards with limited funds to, initially, hire part-time specialists to organize public relations programs.

The data and results of the project will be sent to the PenSPRA and the NSPRA for possible publications and distribution.

In order to make this data as complete as possible, I need some in-put from those of you who have already helped establish programs.

Please answer the eight short questions enclosed and return it to me at the W.H. Ramsey School, 528 Thomas Street, Stroudsburg, Pa. 18360. The information you provide may very well help further the cause for improving and expanding school public relations programs.

Thomas J. Santoro

- -

1. What is the pupil population of your school district? ________
2. How many years has your public relations program been in existence? ____
3. Is your program run by a full time specialist? No____ Yes____
4. When the program was first started, did you have a full or part time specialist? Part-time_____ Full-time _____
   If started by a part-time person, how many years before the program expanded enough to warrant a full-time director? ________
5. When the program was first started did you have difficulty getting teachers and other staff members to request publicity for their activities? No_____ Yes_____
6. How many district publications (exclusive of regular news releases to the media) are you responsible for printing each year? ________ (calendars, newsletters, etc.)
7. Has your public relations program been curtailed due to the budgetary problems facing many districts? No____ Yes_____
8. What is your complete public relations budget? (salaries, supplies, publications, etc.) Approximately $____________

APPENDIX D

Part 1 - Letters from media experts before the P.R. program

Part 2 - Letters from media experts after the P.R. program

Blue Ridge CABLE TELEVISION INC.

Main Office: 471 Delaware Ave., Palmerton, Pa. 18071 Phone: 215-826-2551
Branch Office: 155 Broad St., Stroudsburg, Pa. 18360 Phone: 717-421-0780
Branch Office: 20 W. Ridge St., Lansford, Pa. 18232 Phone: 717-645-5511
Service Dept.: Second & South Sts., Lehighton, Pa. 18235 Phone: 215-377-2250

Address Reply to:

May 2, 1974

Stroudsburg Area School
Stroudsburg,Penna.

Sirs:

Over the past three years, TV-13 has had a maxinum number of 15 news releases from your school. This in no way compares with East Stroudsburg who are prompt and efficient. Even Pleasant Valley manages to get "in the news".

We learn of many events second-hand; i.e., plays, scholarships, sports awards, promotions, seminars, music presentations, graduation and on and on.

The Stroudsburg pupils who do the "The Student's Speak" have a modicum of information.

We receive letters from parents, whose children are partaking in a special event or production.

Otherwise we are left blank, but in all sincerety wish you would start a public relations program and get out more news releases weekly.

If you had a Sony portable unit and 3600 recorder your audio-visual group/advisors would be in a position to be compatible with Blue Ridge and then we could televise your releases free of charge.

Sincerely,
Ora J. Hoffman
(Mrs.) Ora J. Hoffman
Program Director

D - 1

Sea-Mount RADIO CORP. OF PENNA.

22 SOUTH 6TH ST., STROUDSBURG, PA. 18360
PHONE (717) 421-2100

AM 840 KHz
FM 93.5 MHz

May 13, 1974

To Whom It May Concern:

It is our impression that our facilities could be utilized to a more effective degree by the school district.

The suggestion we have in mind is to bring to the general public the multi-phased story of what young people are doing, inside and outside classrooms, exclusive of sports. Sports has its own unique way of gaining publicity.

Of the hundreds of events, activities and special programs (some involving trips of an educational nature) scheduled each school year, we become aware of only a small number.

Possibly a person within the system could serve as a liaison, with all information channelled through that individual. We are especially interested in maintaining "Youth Positive" and would be happy to discuss with the district a much broader scope, designed to cover community and general participation.

Marv Stuart
Director of Operations

D - 1 May 14, 1974

Gentlemen:

The essence of good public relations is communication. At The Pocono Record (and I'm sure any other media) we deal in communcation. Obviously we have the greatest success in telling the community of its goings-on when we have a working, open relationship with those people and institutions in which the community is interested.

One of the problems The Record faces as a small newspaper is lack of personnel. Since we simply do not have the people to make daily rounds of news sources, we must depend heavily on those sources to get their news or items of interest to us.

We are a community newspaper. We are vitally interested in what is happening in the community, and that interest ranges from the most serious municipal issues to the ordinary business of the community at large.

Our school districts are no exception. We want not only the news that comes out of district board meetings, but news of what various classes and schools, their organizations and teams, are doing. And let us not neglect faculty. Some of this news we can get by covering events. Most we cannot get unless there is someone in the administration who makes it his or her business to contact The Record to tell us what is happening and when.

The East Stroudsburg School District, particularly when Dr. Jerrold Fritz was in the superintendent's office, was extremely concerned with getting the school story across. We would like to see Stroudsburg cooperate in the same vein.

It is not difficult. The important and first step is to give someone the responsibility for getting the school's story to the news media. Once someone has been given the job, The Record would be happy to schedule a session with that person (and any others interested) and The Record's editors to explain what we are interested in, how it can be presented and what arrangements must be made to insure coverage for certain events. In short, a crash course in public relations.

In any communications media, the news must first be gathered, than taken to a central clearing house. This is the function a P-R person in the school district would perform. I think it is a needed program, particularly with today's more sophisticated and interested population. I heartily endorse Mr. Santoro's proposed program and pledge all the help The Record can give to making the program successful.

Ron Bouchard

Editor

The Pocono Record

Nov. 21, 1974

Tom Santoro
Stroudsburg School District
Main Street, Stroudsburg, Pa. 18360

Dear Tom:

Your publicity campaign using both pictures and releases is a great help to us and parents within the district. We are using a lot more releases and pictures about what is going on in the school than ever before because you bring the material to us.

Even the releases we do not use are helpful to us. They alert us to possible feature articles, like the story about the police helicopter at the high school.

I think the program is working so well, even though we use only part of what you send to us, that I have suggested to the superintendents of Pleasant Valley and Pocono Mountain School Districts that they institute similar public relations programs. I have also suggested to the elementary school public relations person in the East Stroudsburg School District that she follow a similar plan of submitting releases.

Sincerely,

Jeff Widmer

Jeff Widmer
The Pocono Record

Pocono
MOUNTAINEER
P. O. Box 97, Bartonsville, Pennsylvania 18321

Business Office
Rt. 611
Stroudsburg
(717) 421-4492

March 11, 1976

Mr. Thomas Santoro
Stroudsburg Area School District
Ramsey School
Stroudsburg, Pa. 18360

Dear Tom,

With The Pocono Mountaineer observing its first anniversary as a part of Pocono World, Inc., I'd like to thank you for the superb cooperation you have offered during the past year.

We feel that school news is an essential factor in achieving our goal of covering community happenings in all parts of the Poconos. Since much of the community activities in the Stroudsburg area center around the schools, your releases and photographs fill an important role in providing this type of coverage.

The system your school has set up makes coverage of events in the Stroudsburg Schools far easier than our efforts to provide news from other schools in the area. Should all the Monroe County schools elect to adopt a policy such as yours, with one person responsible for all news disseminated by the school, our task would be much easier.

Thanks again!

Sincerely,

Lyman Krewson, Editor
The Pocono Mountaineer

LK/mc

"The Poconos' hometown weekly newspaper"

D - 2

THE EXPRESS
30 NORTH FOURTH STREET • EASTON, PENNSYLVANIA • 18042 • (215) 258-7171

March 25,1976

Thomas J. Santoro
Elementary Principal
Stroudsburg Area School District
Stroudsburg Pa., 18360

Mr. Santoro:

I want to personally commend you for the ambitious efforts and achievements you have made with your school-community relations program.
The news media realizes that a local school district is a haven for news events and special feature stories, but we lack the manpower to go after them.
A program such as yours can give the community a more personal, a more informed look at their local schools.
Your regular reports of classroom activities, special lectures and trips, or student and teacher achievements, all have added to fill the communication gap that has existed in the past.
My only regret is that we may differ in judgement of news value.
This can vary from one newspaper to another.
In our case, we are a regional paper, so we have to cover many school districts. What we do for one, we try to do for the others.
We do run into times where we have to disappoint someone.
I still encourage you to continue your fine program.
Keep up the good work.

Sincerely,
Fred Walter
FRED WALTER
North Penn Editor
The Express
Bangor, Pa.

D-2 205

Sea-Mount RADIO CORP. OF PENNA.
22 SOUTH 6TH ST., STROUDSBURG, PA. 18360
PHONE (717) 421-2100

AM 840 KHz
FM 93.5 MHz

March 24, 1976

Mr. Thomas Santoro
Stroudsburg School District

Dear Tom:

As it is probable that plans will be made this spring for certain activities and programs to be conducted during the next scholastic year, I thought it might be appropriate to indicate the support this station wishes to confirm for an informative effort with which you and many other persons are familiar.

Some of the material provided to us has been utilized in newscasts; the bulk of it has been aired on "Youth Positive," broadcast at 5:30.

It is our opinion that the exercise in gathering and preparing the releases is worthwhile to those involved.

We believe the material provided is useful in creating and maintaining a valuable relationship between the district and our listeners, and hope we can lend more to the effort in the future.

Best wishes,
Marv Stuart
Marv Stuart
Director of Operations

APPENDIX E

Outline of proposal presented to the Board of Directors in 1974

E

Proposed Public Relations Program
for the
Stroudsburg Area School District

Submitted to
Samuel O. Wells
Superintendent
April 26, 1974

Submitted by
Thomas J. Santoro
Principal

E

I. Need for Public Relations

A. Public is becoming more and more aware of what is happening in schools

B. Sophisticated media can present events as they are happening and is partly responsible for greater public awareness

C. We are in an era of financial difficulties, educational innovations, pressure group demands, boycotts, strikes, social change, etc.

D. According to Doyle M. Bortner, "Given this situation, it is appalling that it (school public relations) is still regarded as an administrative frill."

E. *All* current literature criticizes schools for not developing a more sophisticated public relations program. The schools in Albuquerque, New Mexico are recognized as having one of the finest public relations programs in the country. The voters have been presented with 15 bond issues in the past 15 years. The percentages of favorable votes were as follows: 86, 83, 85, 80, 90, 92, 87, 84, 91, 94, 97, 98.7, 98, 98.6, and 98. As you will note the highest percentages of favorable votes came during the past 4 years when our economy has gone wild and schools have generally been under fire for not doing the job.

II. Definition of Public Relations

A. A planned program in which the schools actively seek to:

1. Learn about their community and its needs and interests

2. Inform the community about and interpret when necessary the purposes, programs, problems and needs of the schools

3. Involve the community in planning and evaluating school policies and programs.

E

III. Concepts basic to an effective public relations program

A. Should be based on the fact that the public schools belong to the public. School policy is public policy.

B. Should provide for two way communications.

C. Should provide for personal contacts. (Very critical to an effective program.)

D. Should provide for participation and involvement of community. (Encourages responsibility)

E. Should be geared for the various publics (ex. education, income, intelligence)

F. Should be a carefully planned program and not merely continual responses to crisis situations.

G. Should be honest. It is not always necessary to divulge all specifics and details but what is told must be truthful.

H. Should present information rationally, and unemotionally. Sensationalism will be short lived and will alienate the more intelligent community members.

I. Should be comprehensive. Too many public relations programs emphasize only budget and sports. Many community members are also interested in curriculum.

J. Should present information in a way that it will be understood by the groups with the lowest intellectual ability.

K. Should provide for differing opinions and criticisms. If these are expected it is easier to make a reply.

L. Should involve every member of a school staff both instructional and noninstructional.

IV. Types of public relations programs

A. Centralized plan - central office or its delegate retain complete responsibility for collection and dissemination of information.

1. Advantages
   a. retention of complete control by superintendent

b. easy to evaluate because only one person is responsible

2. Disadvantages
   a. Most sensitive public relations needs are felt at the local school level. Parent-teacher, teacher-student, principal-parent, principal-student relationships.

   b. Does not train teachers, secretaries, custodians and other administrators in good public relations techniques

B. Decentralized plan - total school staff is involved with public relations with minimal involvement with central office.

1. Advantages
   a. recognizes the local school as key to successful program

2. Disadvantages
   a. Without incentive and encouragement from a central office figure the training will not take place

   b. district wide information is neglected

   c. difficult to evaluate

C. Coordinate plan - combination of the centralized and decentralized plan.

1. Advantages
   a. Central office retains control of program

   b. Local school staff retains responsibility for establishing good relations with local committee

   c. Central office ensures training of local staff

2. Disadvantages
   a. Danger of too much uniformity between schools

Virtually all school districts that have a good public image have a very effective, well planned public relations program. Except for the very small districts, all have full time public relations personnel. The smaller districts usually have someone half time for public relations. In any case, these districts expend from 8,000 to 60,000 dollars per year for public relations.

The program I would like to put into effect in Stroudsburg would utilize the coordinate plan. Nine teachers would be trained (1 in each elementary school, 2 middle school and 2 high school) in public relations techniques. They will be responsible for collecting information from their school staff, writing news releases and taping programs of interest to be shown on channel 39. They will be responsible to me for public relations and I will be responsible directly to Mr. Wells for the program. These 9 teachers will be involved in 1 full day in-service program prior to the opening of school in September. Because they will be required to spend additional time weekly they should be paid according to the following rates:

Arlington Heights	200
Clearview	250
Ramsey	250
Hamilton	250
Morey	300
Middle School (2)	600
High School (2)	600
Total	2450

The equipment which will be needed (cameras, film and tape) will amount to an additional $750.00.

During the second year of the program 9 different people will receive training in public relations. It is hoped that with this method of rotation most staff members will ultimately be trained in the value of and techniques for building good public relations. This method of rotating the training is successfully in operation in New Jersey. The State Education Department has established a program on Hilda Taba's "Teaching Children to Think". Teachers are sent from different school districts on a modified rotating basis to the Education Department for training.

The literature indicates quite clearly that the most important media in a public relations program is the newspaper followed by television and radio.

I have personal commitments from the Pocono Record, Blue Ridge and WVPO to help get the program started and to publish, televise and broadcast all pertinent information and programs submitted.

Since the literature also indicates every successful school public relations program has community involvement, I plan to establish a committee composed of key community members. The purpose of this group will be to receive information from the school concerning school policy and programs and will enable the school to determine how we are being received by the community.

The total school staff must also be given some training on the importance and value of their public image. An in-service program will be planned for the teachers and one for the secretaries and clerks for this purpose.

The following evaluative proceedures to determine the success of the program will be used:

1. A questionnaire is being planned to be sent to members of our community to determine how they view our schools. At the end of the project, March of 1976, a similar questionnaire will be sent to determine if the image has changed. (The questionnaire will be submitted to Mr. Wells for approval before being sent to parents.)
2. The number of articles and broadcasts involving the Stroudsburg Area School District from October, 1973, to March, 1974, has been recorded. (exclusive of sports) A similar recording will be made for October, 1974, to March, 1975, and October, 1975, to March, 1976.

Between October 1, 1973, to March 30, 1974:

47 - Newspaper articles
50 - Radio announcements
26 - TV broadcasts

Between October 1, 1975, to March 30, 1976:

141 - Newspaper articles
150 - Radio announcements
75 - TV broadcasts

I feel confident that I can guarantee the board that the number of positive news items by March of 1976 will be at least tripled.

3. To evaluate the cumulative effects of this program the original 9 teachers will be given a complete questionnaire in March of 1976. If the response shows these people are still responsive to the need and importance of public relations, the program, with support of the board, will continue.

Modification of the program will occur during this two year period if needed. All current literature indicates quite clearly that an effective public relations program, for a society as sophisticated as ours, can not be a one man show. Those persons directly effected must also be directly involved. This proposal would involve those people directly effected and would provide for eventual training of all staff members in good public relations.

Thomas J. Santoro

APPENDIX F

Part 1 - Sample letter sent to teacher participants

Part 2 - Sample letter sent to members of the media

July 19, 1974

Dear ,

I certainly hope this letter finds you in good health and enjoying this summer. We have had a busy, if not quite so enjoyable, summer so far.

One thing I have noted is that September is rapidly approaching. I figured I had better start getting the P. R. program set up.

Since the Middle School people will be involved in a half day in-service program during the week of August 26, our program will have to be held on two half day sessions from 1:45 to 3:45 P.M. on August 26 and 27.

On August 26, Ron Bouchard, Marv Stuart, Wealthy Kortz, and Fred Walter will discuss the most effective ways to write news releases, tips and suggestions for searching out news-worthy events, the importance of "positive" public relation, the role off the media in reporting school news, what constitutes news-worthy item, etc. On August 27, Ora Hoffman and Brian Butz will discuss similar topics in addition to showing you how to effectively use the Video-Tape equipment and what types of events they might be interested in broadcasting over Channel 13.

These two sessions will be held in the art room of the Morey School which is located in the basement in the front of that building.

If you have any questions please feel free to call. –421-3160

Cordially yours,

Thomas J. Santoro

Thomas J. Santoro
Principal

TJS/amw

F - PART 2

July 18, 1974

Mr. Fred Walter
Easton Express
215 Market Street
Bangor, Pa. 18013

Dear Fred:

This note is to confirm the date of August 26 for a brief in-service program for 9 teachers who will participate in a Public Relation Program for the Stroudsburg Area School District. This in-service program will be held in the art room of the Morey school which is located in the basement in the front of the building from 1:45 - 3:45 P.M.

You are cordially invited to discuss various techniques for writing effective news releases, tips and suggestions for searching out news-worthy events, the importance of "positive" public relation, the role of the media in reporting school news, what constitutes news-worthy items, etc. Ron Bouchard, Marv Stuart, and Wealthy Kortz will also be present to discuss these same topics.

I will call during the week of August 19 to confirm this date. Have a good summer.

Sincerely yours,

Thomas J. Santoro

Thomas J. Santoro
Principal

TJS/amw

APPENDIX G

Suggestions for publicity chairmen

G

SUGGESTIONS FOR PUBLICITY CHAIRMEN

John V. R. Bull,
City Editor

Doris W. Whitehead
Family Section Editor

Ed Laubach
Sports Editor

Bruce Frassinelli
Suburban Editor

CONTENT

Editors are interested in their readers one by one and group by group. But when the editors decide what to put in the paper, they have to think about all these readers.

An organization president or publicity chairman can test the news value of her story by putting herself in the editor's or reader's place, asking these questions: How many people will be affected by this story? How many people will read it with interest? Is this story really news? If not strictly news, is it unusual enough to make a good feature?

With all the readers in mind, The Express welcomes stories about your group which will be *interesting to others and not just the members of your organization.* Tell us about your special projects – other groups can benefit from your ideas. Tell us in advance about your main speakers – those whose talks will be interesting to others. Feel free to call or write us about your ideas. If for some reason your idea isn't practical for a story, don't be disappointed. Maybe we can use your next one.

We regard as ideal the publicity chairman who:

1. Lets us know in advance the interesting things the organization is about to do, or what is planned.

2. Gives us the essential facts, simply and clearly.

3. Is understanding if, for any one of dozens of professional reasons, we are unable to use her material.

FORM OF STORIES

The following points will help us give your story attention:

1. News stories should be typewritten and triple spaced on *one* side of the paper.

2. Mail or bring the story to The Express. Put your name, address and daytime telephone number on all news stories, so we may contact you in case of questions.

3. Include: Full name of organization; hour, date and place of event; *facts which you think make it newsworthy. This is our yardstick for its use.*

4. Check all names carefully before submitting them. Be sure they are spelled correctly. All persons must be identified by first name and middle initial or by two initials, i. e. James Jones, Mrs. James F. Jones or J. F. Jones. Nicknames are not used.

5. Names of married women should include that of the husband. For instance, it would be Mrs. John Smith, rather than Mrs. Mary Smith, unless she is a widow, divorcee or a professional woman.

6. *Organization news is news when it is in future tense.*

Exceptions to this rule include newly elected officers and reports of particular events impossible to cover in advance.

7. Reports which are merely minutes of a meeting, recording what occurred, are not news. Those who were there know what happened; newspapers cannot be meeting minutes for absent members.

8. The same information cannot be published twice: that is, if we use a story on something that is going to happen, we can't later run another story saying that it *did* happen unless it is of an unusual nature of general public interest.

9. In the same context, it is our policy *not* to publish reports of *meetings of executice boards,* as the directors involved generally are planning what is to be presented at a subsequent meeting of the organization, and it is a duplication of prior stores.

10. Notices of events planned for the benefit of members of the organization (such as bus trips, theater parties, etc.) should not be included in a news story. Your members should be notified of these by your secretary, perhaps with a card. We will, however, include such events in our *Community Calendar* if a notice is sent to us for receipt one week in advance.

11. Put life into your notices by emphasizing some unusual feature of the meeting. Routine details such as "refreshments will be (or were) served," "devotions will be (or were) given" or "the president will (or did) preside)) should be omitted, as should be the names of whoever "announces" an item. It is sufficient to say "the club will sponsor such-and-such" instead of "Mrs. John Smith announced that the club will sponsor . . ." Only names of committee *chairmen* can be used. Omit donations unless of such a sizeable amount as to be news.

PICTURES

1. *Use of pictures is determined by their news value,* and *originality of picture ideas.* Since the number of orgaizations covered by The Express is great, the number of pictures per organization throughout the year necessarily

is limited. Preference will be given to *fund-raising events open to the public* and to *activities which benefit the community.*

2. Only in exceptional cases do we print pictures of more than four people; those with two or three are better. In this way each person is recognizable. We do not generally consider pictures of a group "planning" something as newsworthy. A picture of *what* is being planned or contemplated, or something unusual taking place is more interesting than several people sitting around a table doing nothing that is apparent to the reader.

3. We do not use pictures of club members presenting checks to organizations. How the money is being used may offer a most interesting possibility for a picture.

4. Pictures of new officers are limited to the president, who may either submit a current photograph or arrange to come to the office of The Express by appointment, to have one of our photographers take her picture.

5. If you feel your organization will be having something which might be picture-worthy, make a notation on the bottom of the story you send us in advance of the affair. We will keep your suggestion on file and contact you if it is possible to send a photographer. In such a case, send us your story and request *two weeks* in advance.

Here are a few special tips for publicity chairmen: 1. Stories should reach the news editors at least five days before the planned event. Stories cannot be used unless they reach us by 10 a.m. of the day preceding the day on which it is to appear. The earlier a story is received, the more time that can be spent in preparing it.

Call us in advance when your group is planning a special event.

4. Our files contain the names of hundreds of organizations in our circulation area, throughout five counties in two states. *Our aim is to report on the important activities of all these groups, but there is a limit to the space available. Time and accuracy are essential.* We will appreciate your help.

A FINAL NOTE

If you need help or advice, contact any of the editors listed at 258-7171 between 8:30 a.m. and 3:30 p.m.

APPENDIX H

Public relations information given to teacher participants

H

ORGANIZING AN EFFECTIVE PUBLIC RELATIONS PROGRAM FOR THE STROUDSBURG AREA SCHOOL DISTRICT

According to Doyle M. Bortner[1] and Leslie W. Kindred[2], school public relations is still a relatively new field of study. The first literature appeared around 1920 and was concerned with the narrow concept of achieving financial support. With the publication of Arthur B. Moehlman's book in 1938, however, a broader concept of school public relations began to take shape. After WW II a surge of books, pamphlets and articles were written specifically concerned with school public relations.

Paralleling the growth and broadening of the concept of school public relations was the growth of the use of communications media for public relations.

Prior to the 1940's few schools demonstrated interest in communicating their message to the public. The economic conditions of these times, therefore, found most schools without public support. They were wide open to unanswered criticism forcing cutbacks in spending for education.[3] The public cried for a return of the 3 R's and elimination of such "frills" as extra-curricular activities, sports programs, shop, kindergartens, etc. However, school personnel were rather slow to learn their lessons in basic human relations, namely, that it is necessary to acquire a group of supporters even if they are not immediately needed so that they will be available when the need does arise. As a result, most schools were again caught without adequate public support when faced with the critical teacher and building shortages immediately following WW II. In most communities the situation of overcrowding and inadequate supplies reached serious proportions before the public was convinced of the pressing need.

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[1] Doyle M. Bortner, "Public Relations for Public Schools," Schenkman Publishing Co., Mass., Copyright, 1972.

[2] Leslie W. Kindred, "School Public Relations," Prentice Hall, Inc., Englewood Cliffs, N.J., Copyright, 1957.

Following the post WW II crisis a few districts began to adopt public relations programs. Yet, again, with Sputnik I, an overwhelming majority of schools found themselves short of public support. However, "Nothing has ever had greater effect upon the schools' awareness of their public image than Sputnik I and its resultant projection of school news on to page one."[4] In their own defense and for their own survival school personnel finally began to turn to public relations to answer the criticisms and accusations made through all the communications media.

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[3] Ibid., p. 18.

[4] Bortner, loc. cit., p. 4.

All current literature indicates the need for school public relations today is greater then ever."...the educational venture is no longer a 'closed corporation' run by the professionals. The public is becoming increasingly aware of its stake in education and is insisting on a more complete knowledge of the enterprise which so directly affects it."[5] Bortner also states, "One thing is clear. In an era of financial difficulties, instructional innovations, boycotts, strikes, parental and community demands, student demonstrations, and rapid social change, public relations is far more than an administrative frill. Given this situation, it is appalling that it is still regarded as a frill, if seriously considered at all, in some schools and school districts."[6]

The results that can be brought about with an effective public relations program can be found in Albuquerque, New Mexico. Albuquerque is recognized as having one of the finest school public relations programs in the country. In 15 years, from 1950 to 1964, the school board presented the voters with 15 bond issues. The percentages of favorable votes were as follows: 86, 83, 85, 80, 90, 92, 87, 84, 91, 94, 97, 98.7, 98, 98.6, 98. As you will note, it was around the era of Sputnik I, when most schools in the country were under heavy criticism, that the Albuquerque school board received the highest percentages of favorable votes.[7]

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[5] Merle R. Sumption and Yvonne Engstrom, "School Community Relations, A New Approach," McGraw Hill Book Co., New York, N.Y., Copyright 1966, p. 2.

[6] Bortner, loc. cit., p. 20.

Even the most casual researcher could find countless criticisms of schools for not developing more sophisticated public relations programs.

It does seem appropriate here to define school public relations. According to Bortner, "...it is a series of planned activities and media through which the schools seek to 1) learn about their community, 2) inform the community about, and interpret when necessary, the purposes, programs, problems, and needs of the schools; and 3) involve the community in planning and evaluating school policies and progress."[8] Kindred says, "School public relations, then, is a process of communication between the school and community for the purpose of increasing citizen understanding of educational needs and practices and encouraging intelligent citizen interest and cooperation in the work of improving the school."[9] A school public relations program, stated very briefly, is a method of 1) informing the public, 2) seeking out public interest and needs and 3) involving the public in policy and program development.

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[7] Robert Olds, "Public Relations Gold Mine, Volume 7," National School Public Relations Association, N.E.A., Copyright 1965, p. 8.

[8] Bortner, loc. cit., p. 5.

[9] Kindred, loc. cit., p. 16.

There are certain concepts which are basic to any successful school public relations program. All techniques, tactics and actions involving public relations should be selected because they implement ideas and concepts which are considered to be essential to a successful school public relations program. Some concepts which are generally considered important to a good program are:

1. School public relations should be based on the premise that the public schools belong to the public. Although all public employees recognize this fact most professional educators either ignore or forget this fact. The people, usually through their elected representatives, although sometimes directly, have the power to establish school policy.

2. School public relations should be a two way system of communications between home and school. It appears only through two way communications can opportunities be their greatest for correcting misunderstandings before they reach crisis proportions. This type of communications network can also aid in determining how the school's messages are being perceived.

3. School public relations should include formal and informal personal contacts between school personnel and community members. Although personal contacts can create good or ill will very rapidly it is very critical for the success of a public relations program. The task here, to assure the continual improvement of good will from personal contacts is to appraise all staff members of the fact that

they may often be perceived differently by the receiver of their message and to be conscious of how they communicate their message.

4. School public relations should enlist participation from community members in school policy and program development. Involvement also results in responsibility. Community members who feel a sense of involvement and responsibility will generally be more supportive of the school policies and programs.

5. School public relations should take into account the varying numbers of publics with which it must deal. Publics for example, can be divided by vocational groups ranging from unskilled labor to professionals, ethnic and religious groups, income groups, age groups, etc.

6. School public relations should be a very carefully planned program. This will help avoid sporadic publicity only when needed or only in response to a crisis situation.

7. School public relations must be honest. This concept is a matter of ethics, legality and practicality. Once the schools are perceived as being dishonest it may take years to regain public support.

8. School public relations should present information rationally. It should be presented in an objective and unemotional manner. If consistantly presented in an emotional or sensational manner it is likely to weaken the support of the intelligent citizens.

9. School public relations programs should cover all parts of the educational program. The recipiants of this information have been perceived as having interests only in the areas of budget, buildings and sports. However, there seems to be a large number of community members who are very interested in the academic and vocational curriculum.

10. School public relations should communicate to all publics. The information should be adjusted so that the public for which it is intended comprehends the message being sent. Since information is generally directed at the total community it is important to gear the language or visual material to the group with the most limited vocabulary or intellectual ability.

11. School public relations programs should have established machinery to hear and respond to differing and critical opinions. With a two way communications system with various publics it seems obvious criticism will be forthcoming. It seems wiser to expect and plan for these to avoid emotional or "crisis" replies.

12. School public relations should actively involve every member of the staff in the program. To many community members, the school staff members whom they know personally, represent the schools. It seems obvious, therefore, that a good public relations program should provide for a carefully planned in-service program for instructional and non-instructional staff members.[10]

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[10] Bortner, loc. cit., p. 21-28.

There appears to be three basic organizational structures for a school public relations program. A centralized model, a decentralized model and a coordinate model. With a centralized model the central office maintains direct control over the entire public relations program. The superintendent or one of his assistants usually directs and implements the program. Involvement of teachers, principals and other staff personnel is limited. These other personnel are generally limited to carrying out activities developed by the central office staff. The primary advantage of the centralized model is that complete control of the program is retained by the superintendent. It is also much easier to evaluate the success because the assignments and activities of only one man has to be examined.

The primary disadvantage of this model is that the most sensitive and immediate public relations needs are found at the local school and not at the central office. The most valuable and important public relations occur in the day to day, face to face relationships between a local school staff and its community. These informal relationships usually have more influence upon public school relations than the formal arrangements which occur at the central office.

The decentralized model utilized little if any control by the central office but, instead, leaves the management of the programs almost completely in the hands of local school personnel.

The advantages of the decentralized model are that: it recognizes the local school as a key to the success of a public relations program, it adopts the program to the problems and needs of the local community and it recognizes the building staff as playing necessary and strong roles in achieving a good relationship with its community.

The primary disadvantages are that there is little assurance that, without some direction, a program will exist at all and it completely neglects those public relations activities which can be carried on most effectively at the central office level.

The coordinate model seems to utilize the best of both the centralized and decentralized models. Through cooperative planning by representatives from both the central office and the local schools a public relations program is carried out. The central office still retains some degree of control yet local school representatives are encouraged and aided in carrying out a local program. The public relations programs of each school are coordinated with that of the central office. Local personnel are trained in good public relations techniques but uniformity among schools is discouraged.[11]

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[11] Bortner, loc. cit., p. 36-39.

APPENDIX I

Suggestions for searching out news items

September 18, 1975

SUGGESTIONS FOR SEARCHING OUT NEWS ITEMS

1 Check district calendar weekly. If scheduled event is coming up write a preliminary report.

2. Write a notification of any change in a scheduled event printed in the calendar at least 1 week to 10 days before it is scheduled to occur.

3. A story and picture (if possible) of any student or staff member receiving a special award (poster contests, essays, athletic, scholar winners, completion of graduate work, community service awards, etc.)

4. Check for any special music, art, sports or class activity (concert, art shows or displays, class plays or community projects, etc.)

5. Any time a guest speaker lectures to a class or group of students try to get a picture with a short write up.

6. Check for any unusual field trip which is scheduled.

7. Check for any unusual classroom activity (kids writing to the president, an ambassador to a foreign country, etc.)

8. Write up the details of any new program in the curriculum. Check for unusual teaching techniques being used or special and unusual teacher presentation.

9. See your principal weekly for up coming events or leads on other possible stories.

10. Submit releases for all regular and special PTA programs and meetings.

11. Don't forget special teachers when checking for unique or unusual programs or events. (Music, art, library, physical education, industrial art, guidance, etc.).

12. Check with the secretaries and clerks. They will often know of a unique special event which is scheduled.

Be sure to get announcements of up-coming events to me at least one week in advance of the date it is scheduled to take place.

If you have a timely release that must be published before a certain date call me at 421-3160 and I will pick it up. All other releases should be sent to me on the lunch truck.

Thomas J. Santoro

APPENDIX J

Report to teacher participants on status of releases submitted

J

To: Teacher P.R. Representatives

From: Thomas Santoro

Re: News Releases

Date: March 13, 1975

The following articles received publicity in the media listed from February 18-28.

1. Pictures and story turned in by Anton and Haddon - EE
2. Four student speak programs - TV 13
3. Ramsey 2nd grade visit to Post Office - Sten - WVPO
4. Jonathan E. Newman - Merit Scholar - WVPO, EE, P.R.
5. Safety discussed at Ramsey - Sten - WVPO, P.R., SNL
6. In-service program - WVPO, TV 13, PR
7. Children Show Concern - Krome - WVPO, EE, PR, TV 13, SNL
8. Pre-School Registration - WVPO, EE, PR, TV 13

Please note that although not many articles are listed for publication, the period of accounting is from February 18 to 28.

EE - Easton Express
PR - Pocono Record
WVPO- Radio
TV 13- Television
SNL - Superintendant's Newsletter

APPENDIX K

Telephone suggestions for school secretaries

A MASTER TEACHER SUPPLEMENT

A TELEPHONE POLICY FOR THE SCHOOL OFFICE

FOR ADMINISTRATOR UTILIZATION

DEDICATED TO ADMINISTRATIVE ASSISTANCE

The MASTER Teacher

AN IMAGE OF EXCELLENCE...

The telephone can be the friend or foe of the school. It depends upon the skill of the secretary who is seen—not by sight—but through the ears of each person who calls the school. Therefore, the secretary must be a master of telephone technique. Both her voice and manner should reflect an image of competency, efficiency and a friendly willingness to serve. This brochure is written for the professional secretary, in the hope that it will assist her in reaching her goal of excellence.

ANSWERING PROMPTLY

No one likes to wait. By giving prompt attention to the caller, you get off to a good start.

Answer at the end of the first ring. Be ready to talk to the caller as soon as you pick up the receiver. Speak directly into the telephone in a normal, conversational tone of voice.

Hold the mouthpiece about an inch from your lips. Be sure that you enunciate clearly.

IDENTIFICATION

A telephone conversation cannot really begin until the caller knows he has reached the right place. Calls are to be received as follows:

"...Good Morning / Good Afternoon, The Master Teacher, Mrs. Schwarz."

RECEIVING CALLS GRACIOUSLY

Many times an administrator or staff member may be in the office, but unable to answer the telephone. Since the caller cannot see what is happening, give a sufficient explanation, as: "I am sorry; Mr. Smith is talking on another line."

Offer a choice between waiting or being called back, as: "Do you wish to wait, or may I ask Mr. Smith to call you?"

WHEN A STAFF MEMBER IS OUT OF THE OFFICE

A secretary should never tell a caller that an administrator is out of the office "for coffee" or some similar reason. An administrator or staff member is either:

1. in conference.
2. visiting classrooms.
3. out of the office on school business and expected to return at (time). Please note that whenever a staff member leaves the office, he should tell his destination and time of expected arrival back in the office. However, the wise secretary may ask her administrator, "May I tell your callers what time you will be back?"
4. out of town on school business and is expected to return at (time and day).

Also, when an administrator is not in the office, the secretary should attempt to:

1. get the name of the caller.
2. get the number where the caller may be reached.
3. ask if she may be of service to the caller.

TITLES

When speaking on the telephone, always address callers with their formal title, such as: Mr., Miss, Mrs., or Dr., and be formal but as polite as possible. Failure to use a proper title is a mistake, regardless of how well you know the caller.

TAKE MESSAGES ACCURATELY

Taking messages reduces call-backs and promotes caller satisfaction. Keep a pad and pencil readily available for taking messages.

Request, rather than demand information, as: "May I tell Mr. Smith who is calling?"

Get complete details and repeat the information to make sure it is correct.

HANDLE COMPLAINTS TACTFULLY

Remember, you speak as the personal representative of your school. You are the school. A good reputation is founded on a pleasant, helpful attitude.

Be a good listener and remain calm and friendly. Avoid blaming someone else or taking the matter personally.

Apologize for mistakes, as: "I am sorry that happened." Never be defensive; rather be ready to offer assistance. If the complaint is of a serious nature refer the call to your administrator. Always tell the caller, "Would you please talk to Mr. Smith because he will want to know about this immediately?"

LEAVING THE TELEPHONE MOMENTARILY

Avoid saying, "Just a minute," or "Hold on." Explain why, as: "Will you hold the line, please, while I look that up?"

If it will take some time to get the information, offer to call the caller back. If you are away for a long interval, return to the line and report to the caller, as: "I'm still checking on that. Will you wait further, or may I call you back?"

Always thank the caller for his patience.

PLAN OUTGOING CALLS

Be sure you have the correct telephone number. Keep handy an up-to-date list of the numbers you call frequently. Call information only if the telephone number is not on your personal list or in the telephone directory.

INTERCOM

Remember that on many intercom systems, if the telephone is not cut off, a caller may hear any conversation you are having within the office.

OUT-OF-TOWN CALLS

Your out-of-town calls will go through faster if you give: city, state, area code, number, and add the name of the person wanted (if person-to-person call) such as: "Operator, I would like to call area code 913-639-1351, for a person-to-person call to Mr. John Smith."

Remain on the telephone until the call is completed or until you receive a report. If the connection cannot be made at the time of the call, remain near the telephone until the operator can complete the call. If it is necessary to leave the office, postpone the call. Remember, keep a record of all long distance calls so that you can charge them to the proper school account.

REFLECT PERSONALITY

The picture you create over the telephone is formed entirely by what you say and how you say it. Acquire a good telephone personality by thoughtful consideration of the following items:

Express Overtones: Acquire a good telephone personality by:

1. extending courtesy.
2. expressing a sincere interest in the caller and his needs.
3. assuming the caller's point of view.
4. revealing a desire to help.

Be heard clearly: A normal conversational tone of voice—neither too loud nor too soft—carries best over the telephone. Never try to "do something else" while talking on the telephone, or you may not be heard clearly.

Speak distinctly: Distinct speech is essential since the listener can neither read your lips nor see your expressions. Failure to move lips, tongue, and jaw flexibly may block the sounds being made. This will result in slurred speech instead of crisp, decisive speech.

Talk at an appropriate pace: A moderate rate of speech is more easily understood, but the pace should be related to the ideas being expressed. Some of the following information should be given more deliberately:

1. technical information.
2. lists.
3. information that the listener is writing down.
4. numbers.
5. names.
6. "education language."

Choose the right word: Your ideas should be expressed simply, using descriptive words where appropriate. Technical, cumbersome, and unnecessarily lengthy words may confuse the other person and may require explanation or even cause misunderstanding. Avoid slang because it has no place in a school office.

Tune the voice: Variety and flexibility in the voice can help to convey the mood and attitude of your office. Variety and flexibility can be gained through pitch, inflection, and emphasis.

Pitch: A low pitched voice carries better, especially over the telephone. It is much kinder to the listener's ears. High pitched voices tend to become shrill and irritating.

Inflection: Inflection—or the rise and fall of your voice—not only helps your thoughts but also adds personality to your voice. A monotone voice may seem disinterested because it is flat and lacks spirit. We are in a very exciting business, and your voice should show this spirit.

Emphasis: The stress or emphasis placed on words, or groups of words, may change the meaning of what is said. A thoughtful use of emphasis will also help to give flexibility.

END CALLS PLEASANTLY

Leave a lasting, favorable impression. Always express appreciation for the call and add "Good-bye," plus the person's name, if known, such as: "Thank you for calling. Good-bye, Mr. Smith."

Replace the receiver gently after the caller has hung up.

SELF-EVALUATION

The telephone is one of a school's most important vehicles of communication. Every time we receive a call, a patron has visited our office, and he "sees" our school, not with his eyes—but with his ears. Our courtesy, friendliness, attitude, neatness—the efficiency of our entire school—will be measured each time the patron calls. We will be judged every time he hangs up the telephone. Consistency is a must.

As part of your self-evaluation, ask yourself the following questions on a regular basis:

1. What are your telephone strengths?
2. What are your telephone weaknesses?
3. What are you doing to correct those weaknesses?

ADDITIONAL COPIES

This brochure is an Office Management Supplement of The Master Teacher. It is sent, without charge, to administrators subscribing to The Master Teacher. Additional copies may be purchased for .25c each or five for $1.00 plus .20c postage and handling charges. Cash, check, stamps, or money order should be sent with each request. MAIL TO: The Master Teacher, Inc., Leadership Lane, Manhattan, Kansas 66502.

APPENDIX L

Part 1 - Series of articles concerning pupil influence on district's image

Part 2 - Sample newsletter where series appeared

PUPILS INFLUENCE DISTRICT'S IMAGE

"An impressive number of people in every community form their judgments of a school system from the comments that are made about it by pupils. They hear them discuss teachers, talk about homework assignments, express opinions on the value of what they do in classes, evaluate the fairness of rules and regulations, and describe experiences they had with the principal, office secretary, doctor, nurse, cafeteria workers, bus drivers, and other workers employed in the system." - Kindred

IF A CHILD LIVES WITH ENCOURAGEMENT - HE LEARNS CONFIDENCE

"Pupil reactions to teachers are instrumental in molding public opinion. At home and in the community they express their likes and dislikes of teachers and tell of incidents and events that take place in school. Occasionally they exaggerate and distort the facts, but in the main they give a fairly accurate picture of teachers and their relations with pupils. Fortunately, teachers in modern schools are sensitive to the value of good relations with pupils in the learning process. Their understanding and treatment of pupils draws praise and appreciation from discerning parents."

- Kindred

IF A CHILD LIVES WITH CRITICISM - HE LEARNS TO CONDEMN

"No public school can expect to enjoy the confidence and support of parents and nonparents in the community unless the comments of most pupils are favorable to the system. Much may be done in the name of public relations by the board of education and central administrative officials, but what they do may be neutralized if the primary level of relationships with pupils is unsatisfactory." - Kindred

IF A CHILD LIVES WITH TOLERANCE - HE LEARNS TO BE PATIENT

"Allied closely to teacher traits is the use of authority in the classroom. Authority may be used wisely and result in desirable relationships, or it may be used unwisely and destroy the interaction that is wanted." - Kindred

IF A CHILD LIVES WITH APPROVAL - HE LEARNS TO LIKE HIMSELF

"It has long been an accepted tenet of democracy that respect shall be shown for the worth and dignity of the individual. Effective teachers know that the observance of this tenet leaves its mark on the behavior of pupils and satisfies a human need for security. They uphold it by treating serious breaches of conduct in private and by working quietly with pupils who present problems of social adjustment." - Kindred

IF A CHILD LIVES WITH HOSTILITY - HE LEARNS TO FIGHT

"Successful teachers guard against possible interpretations of prejudice in their tone of voice, choice of words, physical gestures, and facial expressions. They try to acknowledge the contributions of every pupil, no matter how trivial, so that none may feel slighted. At the same time, they protect members of the group against intolerance and abuse by their peers." - Kindred

L - 1

IF A CHILD LIVES WITH SECURITY - HE LEARNS TO HAVE FAITH

"Other things being equal, pupils hold in high esteem teachers who have thorough knowledge of subject matter. They work more diligently with these teachers and feel that they are receiving a valuable education. Their opinions of them are transmitted to parents and relayed by parents to other members of the community. A school gains in prestige when the belief is prevalent that faculty personnel are highly qualified in the subject matter of instruction." - Kindred

IF A CHILD LIVES WITH RIDICULE - HE LEARNS TO BE SHY

Teachers who combine knowledge of subject matter with proficiency in teaching methods do more for pupils.. Pupils respond readily to these teachers and hold them in high regard.. No other individual in the school occupies a more strategic position in the cultivation of good, personal public relations than does the teacher who combines mastery of subject matter with skill in the use of teaching procedures." - Kindred

L - 1

IF A CHILD LIVES WITH FAIRNESS - HE LEARNS JUSTICE

"The presentation and treatment of controversial issues affects the relations of teachers and pupils. Teachers who follow a democratic method of problem solving see that all sides of a question are brought out into the open and examined. They show pupils how to gather and appraise information, organize thinking, and draw tentative conclusions from the material. Ability to divorce their own viewpoints from classroom discussion and to remain impartial commands respect and appreciation by the young people who come under their direction " - Kindred

IF A CHILD LIVES WITH ACCEPTANCE AND FRIENDSHIP-HE LEARNS TO FIND LOVE IN THE WORLD

"The objective of good relations between pupils and members of the staff may be furthered through informal contacts inside and outside of the building Within the school, pupils and staff members meet one another during the passing of classes, at the opening and the closing of school, and during recess in the elementary grades. As unimportant as these casual contacts may seem, actually they are an avenue for encouraging and strengthening friendships. Common everyday expressions of cordiality and good will go a long way in creating a pleasant atmosphere and breaking down barriers." - Kindred

NEWSLETTER FROM THE SUPERINTENDENT
SAMUEL O. WELLS, III

STROUDSBURG AREA SCHOOL DISTRICT - 123 LINDEN STREET - STROUDSBURG, PA. 18360

March 12, 1976

The PUBLIC SCHOOL EMPLOYEES' RETIREMENT SYSTEM WISHES TO ANNOUNCE THAT ITS OFFICES HAVE BEEN MOVED INTO A SINGLE LOCATION AT CITY TOWERS, 301 CHESTNUT STREET, IN DOWNTOWN HARRISBURG. THE MAILING ADDRESS IS BOX 125, HARRISBURG, PA. 17108.

The records of members will be filed according to Social Security number. Your Social Security number should always be given in any communication with the Retirement Board. - J. Wells

ATTRACTIVE CLASSROOMS - During the past week I have visited each of the elementary schools accompanied by Director of Elementary Education, Mr. R. E. Treible. It was gratifying to note that all of the staff had made a serious effort towards embellishin their rooms in a most attractive manner. The decorations are of educational, seasonal or bi-centennial in nature. The staff is to be commended for the manner in which they present themselves and their teaching areas. Children are certainly going to respond to their surroundings in a positive manner.- S. Wells

THOUGHTS CONCERNING ACT 96 (RETIREMENT) - School employees in the state of Pennsylvania are very fortunate in having an excellent retirement system. Unfortunately, many persons do not realize the magnitude of the program. At a recent seminar held by the Public School Employees Retirement Board for school officials, Act 96 was reviewed. One of the areas covered, not usually understood by the employees, was the insurance value accrued by the member. After ten (10) years of service a member in the system accumulates a rather tidy insurance policy. Retirement system employees should become conversant with the insurance value of their retirement and discuss these concerns with their beneficiaries. Survivors of employees who have died in service have all been surprised to learn that they were to become recipients of considerable sums of money. A quick determinant as to our insurance value can be computed in the following manner: average salary multiplied by two (2) percent multiplied by years of service times the annuity value found on page thirty-seven (37) of the retirement manual times the actuarial value found on page thirty-nine (39) or forty (40). An example---a teacher, male, forty-two (42) years of age with an average salary of $12,000.00 and twenty (20) years of service would have $31,948.93 of insurance benefits if he died in service. This added to the $12,000.00 policy purchased by the district would have survivor benefits of a considerable sum. If you have over ten (10) years of service it might be well for you to compute your insurance worth and make your beneficiary aware of these facts. - S. Wells

IF A CHILD LIVES WITH FAIRNESS - HE LEARNS JUSTICE (Kindred) - "The presentation and treatment of controversial issues affects the relations of teachers and pupils. Teachers who follow a democratic method of problem solving see that all sides of a question are brought out into the open and examined. They show pupils how to gather and appraise information, organize thinking, and draw tentative conclusions from the material. Ability to divorce their own viewpoints from classroom discussion and to remain impartial commands respect and appreciation by the young people who come under their direction". -T. Santoro

VIETNAMESE INFORMATION - A letter has been sent to Ms. Hong Mquyen, Bilingual Resource Center, New York City, requesting that she visit with our teaching staff to discuss customs or any problems we might be having with our Vietnamese students.
R. Treible

A time and date has not been established although I had originally hoped to schedule Ms. Hong's visit prior to the changing of student teachers. This is not possible at this late date but we will notify each teacher involved with these students when confirmation of this meeting is made. - R. Treible

THE SUPERINTENDENT SPEAKS - During the in-service programs held on March 8, 1976 the staff was able to hear a portion of an address given by Dr. William Glasser. The Middle School staff also saw a video tape of a recent AASA television short by a professor from the University of Vermont. These two presentations pointed out some very important facts which we all should take into consideration. First of all we are working in a public school. It might be well for us to remember that public means all of the people. If we review our own learnings we should remember that all of the people come in various manners and with all kinds of abilities. A normal beginning class of two hundred and fifty (250) students will have four (4) percent of its membership outstanding and four(4) percent of its membership almost non-educatable; sixteen (16) percent of the total will be above average and sixteen (16) percent of the group will be below average. This leaves sixty (60) percent of the beginning class in the normal range.

The four (4) percent non-educatable and sixteen (16) percent below average would give a total of twenty percent or fifty (50) students who will have great difficulty in achieving in the school setting. Each of us should be reminded that with the passage of numerous laws all are entitled to an education. This means that we are legally responsible for having them in our schools and in our classes. We are also legally responsible to see that they get every opportunity to progress to the maximum of their ability. Twenty (20) percent of our student population will be in the slow learning or less able group. This is a statistical fact--twenty (20) percent of our student population amounts to approximately seven hundred (700) students. With a pupil teacher ratio of one (1) to twenty-one (21) (3,600 divided by 175) we are talking about thirty-five (35) teaching jobs. If we continue to say we will not teach the less able or cannot teach the less able, they will be removed from our midst and someone else will get the task.

In these days of declining enrollments, budget crises, repeated television programs, and written articles, talk about reducing staff and reducing expenditures, it behooves each of us to learn more about teaching the less able and keep them in our systems. If we are unable to do this or are unwilling to do this, people with special certification requirements will be handed the task and job security will become a thing of the past.

When teachers are interviewed for employment in Stroudsburg, they are challenged concerning their ability to handle the less able. During that interview most people express a concern for and a desire to help these unfortunates. I would hope that the passage of time does not lessen this initial concern. Each of us should be able to instruct those young people that have been dealt a weak hand with which to play the game of life.- S. Wells

CUSTODIANS TO BE COMMENDED - In touring the buildings of the district I find that there has been considerable improvement in the housekeeping abilities of the custodians. All of the buildings are clean and neat. Boiler rooms and custodial closets are usually representative of the kind of person in charge of the custodial duties. Our facilities are a credit to the people doing the work. The day to day cleaning and maintenance has constantly improved during the last ten (10) years.-S.Wel

BAND CONCERT - On Saturday, March 6, 1976 the band presented a concert in the high school gymnasium. It featured bicentennial music. The high school chorus along with members of the community, music parents association and some faculty join with the band in singing one stanza of "America the Beautiful". All who attended the concert were impressed with our band's presentation. - J. Kupice

APPENDIX M

Letters of suggestions from TV-13 concerning the student speak program

Some Suggestions For the 5thg. Student Speak crew

1st technically

try tying the mike around the announcers neck, a lavalier is less conspicuous than holding it...

until you start doing the entire program yourself we will be editing it, so.... give us a little more tape before each announcer so we have more to work with on the edits....

2nd Format

very good

3rd content

I could have heard more on corporal punishment... administration response would be good... a taped interview would fill some time

4th personnel

your anchorwoman is great, she might [redacted] smile once in a while

sports- its an exciting activity try to make it sound that way

corporal punishment - check content comments

Very Good For first show

Show [redacted] Time was 14 minutes 45 seconds (you can't get much closer)

SUGGESTIONS ON PROGRAM #2

M

I understand by the 3rd Show the mic. problems will be straightened out...

The interviews work out real well...

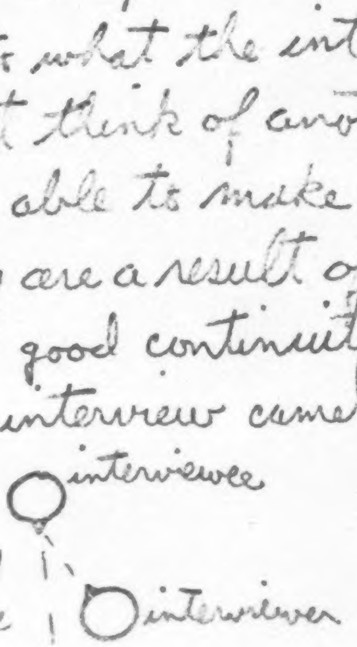
remember—the interviewee is the star of the show not the interviewer....

closeups of the person being interviewed are effective...

when doing the interview talk to the person not the camera—unless you are trying to get something across to the audience—example: This is Bob Harkey, Indy driver etc

Listen to what the interviewee is saying, you might think of another question, or at least be able to make your questions sound like they are a result of something already said providing good continuity...

Good interview camera placement



this arrangement is used by most studios, you end up getting a good head shot of the interviewee while the two people involved can still look at each other...

(note: make sure you comb your hair in the back!)

COMMENTS FOR STBG STUDENT SPEAK

AT THE BEGINN(NG OF THE SHOW LEAVE A LITTLE MORE TIME FOR THE RECORDER TO WARM UP(GET THE TAPE UP TO SPEED) THE EFFECT OF THE SHOT WAS GOOD IT JUST WASNT LONG ENOUGH..... STAY ON THE CAMERA LONGER THEN ZOOM OUT TO PICK UP THE ENTIRE SCENE......

I GUESS I DID WHAT YOU WANTED WITH THE PARENT TEACHER CONFERENCES... MAYBE WE COULD GET MORE OF THOSE KINDS OF SHOTS FOR VOICE OVERS, EXAMPLE: THE SPEED BUMPS? TOO LATE NOW BUT IT WOULD HAVE WORKED WEEL.

SINCE YOUR DESK IS STRAIGHT TRY TOWORK THE CAMERAS HEAD ON RATHER THAN TO THE SIDE.. IF YOU ARE GOING TO CROSS THE CAMERAS ANNOUNCERS SHOULD TURN THEIR CHAIRS SO THEY ARE FACING DIRECTLY INTO THE CAMERA......

NEWS CONTENT AND VARIETY CONTINUES TO BE EXCELLENT......

I NOTICED PART OF A GREASER INTERVIEW ON THE HALF INCH TAPE. I DONT REMEBER EVER USING IT? IT WAS REALLY GOOD AND COULD HAVE ADDED A LOT TO THE SHOW.....

MAYBE YOUR STUDENT OF THE WEEK COULD GET ON CAMERA OR AT LEAST A PICTURE OF HIME OR HER.....

KEEP IT UPXXX I'LL BE OUT SOMEDAY TO WATCH THE TAPING....

BRIAN

APPENDIX N

Letter to prospective members of the Community Advisory Committee

STROUDSBURG AREA SCHOOL DISTRICT
STROUDSBURG, PENNA. 18360

October 10, 1974

Dear

The Stroudsburg Area School District has plans under way to start a public relations program. The purpose will be to develop a better communications network with local neighborhoods. (To accomplish this a parents advisory committee is being organized with representation from the entire district.) This committee will meet monthly to help school officials build programs and policies to their neighbors, and to bring concerns from local citizens to the attention of the administration.

The date of our first meeting will be Tuesday evening, November 5 at 7:30 P.M. in the Morey School All Purpose Room. The Morey School is located about one block east of the High School on Main Street, Stroudsburg.

Please return the enclosed post card letting me know whether you can or cannot serve on the committee.

I will look forward to meeting with you.

Cordially yours,
Thomas J. Santoro
Thomas J. Santoro

APPENDIX O

Purposes of an advisory committee distributed to members

PURPOSES AND FORMATION OF AN ADVISORY COMMITTEE

Bortner states that the citizens advisory committee is one of the most effective means of building mutual understanding and responsibility between school and community.[1] Most school boards usually acknowledge the value of advisory committees when an emergency or crisis exists, when a specific problem exists, or when they want support for funds. Then, again, many advisory groups are formed independently of school boards by citizens highly dissatisfied with the school system. Most citizens committees are formed with no clear cut purpose, proceedures or goals defined.[2] For this reason few of these groups are very effective. According to Bortner, citizens committees are . . . "Best organized by boards of education when there is no immediate emergency or pressure . . . they can be functional symbols of the concept that public schools belong to the public."[3]

The purposes of such citizens advisory committees are: 1) To assist school officials in the development of relevant educational policies and programs, 2) To help identify needs and work toward the solution of related problems, 3) To interpret educational programs and policies to fellow citizens and enlist their support, 4) To bring community information, opinion and planning to responsible school officials, 5) To influence public attitude and opinions in support of programs to improve the school system.[4]

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[1] Bortner, loc. cit., p. 276.

[2] Kindred, loc. cit., p. 195.

[3] Bortner, loc. cit., p. 276-77.

"The existence of a lay advisory committee is justified even should its only purpose be the promotion and maintenance of two-way communication between the board of education and the community . . . They (committee members) are seen as fellow citizens and associates rather than as more remote officials, and may be better able to establish communication with the public . . . Because they are lay citizens . . . their reports on the schools may be accepted at greater face value."[5] Because they are lay members of the community, other community members may more readily use them as sounding boards for concerns and criticisms.

Citizens groups are usually organized in one of two ways. Either independently or board sponsored. In nearly every case the independently formed committee is usually organized because of discontent with the school system. Their goals are usually short term; prevention of school tax increases, prevention of bussing for integration, defeating proposals for building, removal of staff personnel, censorship of textbooks and library books, etc. On the other hand, the board sponsored committee, if formed for the purposes listed earlier, will usually result in more positive and lasting changes in the system. They can become a permanent part of the entire policy process.[6]

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[4] Kindred, loc. cit., p. 194.

[5] Bortner, loc. cit., p. 277-78.

There are basically three accepted methods of selecting members for an advisory committee. One method is selection by the board of education. This method enables the board to acquire responsible persons who are good thinkers, workers, and leaders. The primary disadvantage is that they will be charged with selecting persons who will do or recommend what the board wants and not what the citizens want.

The second, and most popular method, is to have all the interest groups select a representative. Although this will ensure a good cross section of a community there are disadvantages 1) the committee will usually become much too large, 2) members will have only the interest of their constituents at heart, 3) many organizations would name individuals with no thought as to qualifications, 4) even though certain representatives are clearly unacceptable, they are obligated to include them in the committee.

The third method, which is gaining more and more acceptance, is asking people to suggest names of individuals who would make good committee members. Suggestions may come from students, parents, teachers, citizens and organized groups. Committee members are then selected from this list of names. There are two basic advantages to this method. 1) A good representative sampling of the entire community can be selected from persons who are thought to be good, responsible leaders by fellow citizens and 2) the claim of partisanship by the board can be avoided.[7]

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[6] Bortner, loc. cit., p. 277.

It should be noted here that a citizen advisory group is an organization without authority by law. It cannot determine policy or direct activities of school personnel.

The size of advisory groups vary from 5 to 25 with the most common size falling between 15 and 20. The term of office of advisory committee members ranges from 6 months to 5 years.[8]

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[7] Kindred, *loc. cit.*, p. 202-3.

[8] Kindred, *loc. cit.*, p. 204-5.

APPENDIX P

First news release announcing meeting of the Community Advisory Committee

STROUDSBURG AREA SCHOOL DISTRICT

NEWS RELEASE

Reported by: Thomas Santoro **Date:** 3/17/75

The Stroudsburg Area School District 'Parent Advisory Council' will hold its' regular monthly meeting at the Stroudsburg Middle School on Thursday evening, March 20, at 7:30 P.M.

The purpose of this committee is to provide a means by which some parents, who may be reluctant to voice concerns or problems, may get the message to the proper school authorities by contacting one of the council members.

Another purpose is to provide a wider base upon which to disseminate information about the schools, such as current school policies, recent legislative action affecting schools and the reasons behind formulation of school policies and decisions.

Dr. John Kupice, Assistant Superintendant, will discuss the Stroudsburg Athletic program and the academic standing of the Stroudsburg Area High School.

The council members are:

Mr. Bruce Anderson
Mrs. Richard Deetz
Mrs. Judy Dymond
Mrs. Robert Eilenberger
Mrs. John Evans
Mrs. Loren Fenner
Mrs. Anthony Harlacher
Mrs. George Lee
Mrs. Daniel Luongo
Mrs. Michael Miller
Mrs. C. Richard Reilly
Mr. Melvin Reddicks
Mr. Glenn Reish
Mrs. Anthony Santiso
Mrs. Lewis Scheller
Mrs. Edward Sobrinski
Mrs. William Viechnicki
Mrs. Charles Walker

Any interested parents are welcome to attend.

APPENDIX Q

Anatomy of an advisory committee

Chapter 1

The Anatomy of An Advisory Committee

The vast majority of those responding to the *Education U.S.A.* survey reported that their schools or districts do have citizens advisory committees, of one kind or another.

Districts represented in the replies ran the gamut from huge metropolitan ones like New York and Los Angeles to a sparsely settled rural district in Northern Michigan, whose major problem relative to advisory committees was winter transportation for widely scattered citizens. A small percentage of respondents reported that their districts had no advisory committees.

'Advisory' Means Just That

On one point, at least, the survey showed great agreement among school officials: advisory committees are to be advisory *only*. (Whether parents and citizens share that conviction is an unanswered question.) Most respondents in replying to the question, "What is the extent of the committee's authority?" answered, "Advisory." Many gave the word some added emphasis – *"Advisory Only!!"* A few indicated that while the committee's authority is advisory only, the advice carries great weight, and the board is strongly inclined to follow that advice. Of these few, one – a district in Brooklyn, N.Y. – stated that while the committee's authority is "technically advisory," it is "de facto unlimited"; the school board has not rejected a single recommendation in five years. Another respondent termed the committee's authority "absolute." Such responses were clearly in a minority, however; several respondents categorized the committee's authority as "None."

Board Relations Generally Good

Responses to the question: "What are the relations between school board and advisory committees?" were overwhelmingly in the "good to excellent" category, with such words as "cordial" and "cooperative" used often. Only a handful characterized the relations as "fair," or "strained."

Contrary to some of the vague fears that are often expressed about advisory committees, only 6 out of some 400 respondents having advisory committees found the relationship between their committee and board to be less than acceptable. In a number of cases, however, answers were expressed in such terms as "Okay so far"; "So far, so good"; "Amicable now, may be trouble later."

Many of the committees reported that they have been in existence only a brief time – often less than a year. While some committees meet weekly or twice a month, this usually indicates that intensive work is being done on a specific task for which a deadline has been set. Continuing, longer-lived committees (fewer in number) are apt to meet less frequently. Local school advisory committees tend to meet once a month while those at the district level meet somewhat less frequently. This is by no means always the case. Advisory committees that meet only once or twice a year may someday find themselves accused of simply fulfilling legal requirements as their only function.

What Do CAC's Do?

The tasks assigned to advisory committees reflect almost every possible concern of a school district – from establishing bus stops to writing a philosophy of education. Respondents to the *Education U.S.A.* survey indicated that committees have dealt with: building programs (including site selection); vocational education; adult education; finances (taxes, budget, bond issues); student behavior (including student rights, discipline, dress code, smoking) and sex education and drug programs; curriculum and other instructional matters (including report cards, guidance, gifted students, year-round school, new programs); boundaries, district organization, integration; transportation and lunch program; federal programs; purchase of equipment and uniforms; special education; use of school facilities; human relations (ethnic, racial).

In addition to these specific subject areas, committees were also asked to perform many general functions, such as:

- Long-range planning, establishment of goals and objectives, setting policies and priorities, and evaluating programs.
- Improving public relations, liaison with the community, taking surveys, disseminating information.
- Needs assessment recommendations and suggestions, input, reaction to proposals.
- Class visitations, screening paraprofessionals, recreational activities, legwork for task forces, and even "select principal."

Most respondents described the beneficial results of advisory councils in the area of better communication and greater understanding. But differences were seen in the direction of the flow of communication – from the schools to the community, or from the community back to school personnel, or both ways at once. Responses were as follows: better public relations (committees lend support to schools, spread understanding of schools' programs); feedback and input (giving the community's viewpoints to the school establishment); improved two-way communication (both schools and community understand and appreciate each other better). In addition to these three categories, many respondents cited practical help with specific projects (such as building programs, vocational education, volunteer aides, curriculum revision) as productive results of citizens advisory committees. Program suggestions (new ideas for beginning or improving school programs) were also listed by a few respondents as beneficial results of committees.

How Committees Get Started

Most replies fell into five main categories: In response to federal program requirements . . . in response to state (or provincial) requirements . . . in anticipation of a particular need or needs . . . as a result of the board's and/or administration's desire for better communication with and involvement of the community . . . as a result of parent/citizen demand for better communication with and involvement in the school system. In addition to these most frequently named reasons for starting committees, several districts reported their advisory committees resulted from integration or racial-ethnic problems; and a few others gave miscellaneous origins for their committees, including three or four that had to do with district reorganization (decentralization or consolidation), and others stemming from student pressure, replacement of an ineffective PTA, consultants' recommendation, and PPBS management study.

How Members Are Selected

Of all the criteria selected for study, the means of choosing members of advisory committees showed perhaps the widest variety of all. The replies showed that advisory committees may be:

How Big a Committee?

Like almost all characteristics of citizens advisory committees, size varies greatly from community to community: there are committees as small as half a dozen, and others that number 300 or more. The largest committees are usually broken down into smaller sub-groups for many of their work sessions. The majority of committees fall in a range of from 15 to 45 members.

- appointed by the board of education
- voluntary (self-selected)
- elected by parents/citizens
- chosen by civic (community) organizations
- appointed by professional staff.

But this does not reflect the complexity of the selection process for many committees. A great many committees use two or more of the methods listed for choosing their members – some members appointed by the board, others, representatives of community organizations, etc. The variations within any one category seem endless; for example, although the board appoints members, they may be recommended by the superintendent after a screening process involving principals or present committee members or others. Policies governing parent elections are often, and necessarily, very detailed and complex. Procedures for selecting committee members may also change from the initial year of operation to subsequent years. Other advisory members have been:

- chosen by the current committee itself
- chosen by tribal members (Indian district)
- chosen by students (student council); and appointed by selectmen or town manager.

In the overwhelming majority of districts using citizens advisory committees, the board appoints the members. The next most common method is to have the staff make the appointments – usually the superintendent for districtwide committees and the principal for local school committees. In many districts, the local school advisory committees name representatives to the districtwide committees. A large number of districts use only volunteers, in effect a self-selection process. Many are chosen as representatives of civic organizations, prominent among them being school-related groups such as the PTA.

A procedure gaining wider use is the election of members by parents or citizens. Federal programs such as Title I, Elementary and Secondary Education Act, are directly responsible for this type of procedure. The federal guidelines do not require election, but this requirement has been added by many state guidelines.

Membership selection usually reflects particular local conditions. For example, in some districts encompassing Indian reservations, tribal council members must be represented. In other districts, political officials – i.e., selectmen, town manager, county supervisors – make appointments. Student members usually come from the ranks of those already elected as student council members or class officers.

Many committees, once established, have the authority to appoint new members and fill vacancies, sometimes completely on their own, but more often with the approval of the board of education or an administrative official.

Many advisory committees include professional members appointed by the superintendent or principal. Infrequently, teacher organizations elect representatives.

Often, boards and administrators specifically appoint representatives who reflect the geographic, socioeconomic and ethnic makeup of the community.

Generally, the more informal the selection process (e.g., when the continuing procedure is nothing more than a blanket invitation for everyone interested to attend advisory committee meetings), the less substantive the committee's contribution to the school district; whereas the more structured the selection process, the more substantive the contribution.

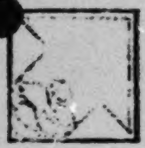
A few districts make a pointed effort to include critics or anti-establishment types on the advisory committee. One elementary principal in Michigan reported, for example, that "volunteers are selected from critics or from various school PTAs."

Following are illustrations of the different ways communities and districts set up their advisory council.

Fayetteville, N.C.

Fayetteville, N.C., committee members are chosen as follows: 10 lay citizens by the Cumberland County Board of Commissioners; 10 lay citizens by the Fayetteville City Council; 10 lay citizens by the Fayetteville Board of Education; 3 lay citizens by the PTA Council; 6 professionals by teacher organizations; and 3 student members who are student body presidents.

Chapter 2



What Do Committees Advise On?

Initially, a citizens advisory committee was mostly a one-way operation. Committees explained school programs to the public and generated support for bond issues, tax levies and new programs. Gradually, the committee's value as a sounding board for community interests and concerns became apparent. Today many districts make use of committees both to inform the public and to feed back public sentiment.

Although a public relations function is inherently characteristic of all citizens advisory committees, they additionally concern themselves with a wide variety of specific topics. Committees to generate support for capital improvement bond issues or an increase in the tax levy are among the oldest and most widely used, as are advisory committees to oversee construction of buildings.

Vocational Education Was Early Concern

The field of vocational education probably has the longest history of mandated advisory committees. Vocational education committees usually serve rather precise functions; they provide technical expertise, sources of equipment, jobs for graduates or for students in work-study programs. Committee members generally come from local business and industry. In vocational education, at least, the rationale for a close liaison between the schools and business/industry was apparent: specific jobs required specific skills and the best way for educators to know what training to give was to invite the businessman/industrialist to help plan the curriculum.

Curriculum, Finance Occupy Many CAC's

Many districts now have advisory committees that consider curriculum for new programs or special programs, such as those for gifted students, or potentially controversial ones, such as sex education. Curriculum advisory committees usually are constituted on a local school level, but this varies with the size of the district.

Districtwide committees tend to concern themselves with setting long-range goals, recommending policy, establishing priorities or assessing needs.

Advisory committees on finance are common. Many of them are *ad hoc* groups established to advise on and then promote a budget that will result in a millage raise. In some districts, they do more. Nashville, Tenn., for example, has budget advisory committees at the school level and they participate in the actual preparation of the budget.

Dallas, Tex., entered into an agreement with the local Chamber of Commerce to have the chamber provide a task force of experts to review all of the schools' business procedures, and it made recommendations for improvement and economy.

Other topics which have concerned advisory committees include:

- Evaluating federal programs
- Transportation
- Integration
- Lunch programs
- Use of school facilities
- Adult education
- Purchase of equipment

Less frequently, citizens committees have advised on staffing and recommended salary scales. Many districts have several advisory committees, some continuing, some *ad hoc*, operating in a variety of areas. Fremont, Calif., for example, has had advisory committees on family life education, the budget, public relations, discipline, student dress code, vocational education, federal projects and the year-round school.

In Cherry Hill, N.J., committees have been formed for short-term projects such as studying enrollment projections and studying rooftop heating. A committee has also conducted a township needs assessment to determine school goals.

In Franklin Square, N.Y., committees have studied teacher salary structure and purchasing specifications.

In Warren, Ohio, a committee on business procedures served as a little Hoover Commission, while a citizens' task force made recommendations on quality integrated education.

Curriculum study, building program, policy development and drugs were among matters on which committees in Reynolds School District, Troutdale, Ore., offered advice.

Specific charges are written for six to eight subcommittees each year on matters such as community relations, legislation, school lunch program, transportation and health education in Garden City, N.Y.

Citizens committees frequently "lobby" to get legislation favorable to education passed by the state legislature. This is one of the functions of a committee in the Pleasant Valley Community School District, Iowa. In Wayne (N.Y.) Central School District No. 1 (3,000 pupils), a committee reviews state and federal aid to education bills and investigates ways of relieving the financial strain on district taxpayers.

In Jenison (Mich.) Public Schools, a citizens advisory subcommittee is exploring the feasibility of developing a community education program which includes, but goes beyond, traditional adult education.

In Redwood, Calif., local school advisory councils have dealt with such problems as recruiting more black staff members for the school newspaper, solving the school's litter problem, and determining whether the school's campus should be closed.

While not a designed role, many citizens advisory committees serve as training grounds for future board of education members. Some citizens advisory committees are specifically charged with finding candidates for the board of education. In the Glen Ellyn (Ill.) Elementary School District No. 89, the Citizens Advisory Council is charged, among other things, with trying to interest "qualified citizens in becoming board of education candidates."

Integration and Discipline Problems

Student behavior, often relating to integration problems, has occupied many advisory committees recently – which illustrates how a particular need can spur formation of a citizens advisory committee. To facilitate human awareness activities and desegregation implementation in the 1972-73 school year, the Dallas Independent School District set up several advisory groups, among them parent dialogue groups and community awareness councils, at each secondary school. Guidelines for the Dallas parent dialogue groups suggest that they "should be made up of multi-ethnic/racial mix of parents who are interested in getting together to discuss concerns or anticipated problems, with a view toward working out solutions that will assist them and their children in making adjustments. The PTA should promote the parent dialogue groups as a means of helping parents to become informed regarding offerings and expectations in a school for multi-ethnic/racial students." The groups may discuss any broad areas of concern identified by the principal or raise their own. They may function informally, but are called together by the PTA under the guidance of the principal.

Dallas' community awareness councils "anticipate integration problems and plan for their elimination before they arise." Each council includes representatives from the student body, faculty, PTA, nonaffiliated patrons of the school zone, and the principal.

In Nashville, Tenn., a task force on discipline, which contained lay representation, identified a prominent cause of discipline problems – a breakdown of communications between school and home:

"The relationship between the home and the school has deteriorated to the point that parents and schools no longer have common understandings and expectations in regard to learning or behavior. Traditional channels of communication and interaction between the schools and the general community have not been adequate with the resulting frustration, misunderstandings and conflicts from both groups." The task force recommended that each school principal establish an advisory group of students, parents and teachers in each school to develop local school plans and procedures governing behavior in school.

Nashville, an 87,000-pupil system, also involved an 80-member districtwide advisory committee to develop guidelines and procedures for integration. Subsequently, another committee with 100 citizens was named to make a comprehensive study of school programs and to develop long range improvement plans emphasizing integration.

Citizens Advisory Committees in the Alfred I. DuPont School District, Wilmington, Del., which help identify both problem and "plus" areas, also conducted a discipline study in each of the schools in the 1972-73 school year.

Transportation Is an Old Standby

Bloomfield, a suburb of Hartford, Conn., uses citizens advisory committees to discuss traditionally touchy matters as well as to investigate new programs, and to generate better community relations. The town has six "standing committees," and *ad hoc* committees are appointed as the need arises. For example, an *ad hoc* committee was set up for the sole purpose of establishing new district lines for the elementary schools.

One of Bloomfield's standing advisory committees helps set school transportation policy. Its charge reads in part:

> "The committee shall be concerned with all aspects of school transportation and pupil safety" in regard to the following:

- Elimination of traffic hazards
- Sidewalk needs and priorities
- Walking distances to schools
- Walking distances to junctions or pickup points.

In addition to the above, the committee developed a policy booklet establishing all board of education policies concerning transportation. This committee consisted of one member of the board of education appointed by the chairman, at least five citizens of the town named by the board and the school business manager.

Family Living Studied by Many

Family living courses, one of the many names for instructional programs that cover sex education, can create problems if not well handled. For instance, the Cranford, N.J., schools launched a successful K-12 program in family living/human growth and development after an advisory committee, school staff and the board joined efforts and ironed out their differing views.

Decentralization, Consolidation Spur Committees

In many large cities advisory committees have been formed to facilitate decentralization. In fact, an integral part of decentralization plans is the establishment of citizens committees at each of the local schools to provide local control and participation. Citizens advisory committees have also been used in small, rural districts to achieve the opposite effect: consolidation. The intent is the same as in decentralization: to provide a means whereby the smaller communities can share in close control of the school district. Consequently, when several small communities merge into one school district, advisory committees serve to represent each of the individual towns. These committees often are established by law, giving them a governmental status, although their powers are still largely advisory, with the right to make decisions still belonging to the board of education. Frequently, a board of education member serves as chairman for his community's advisory committee.

Shawnee Mission (Kan.) Public School District 512 is a case in point. Shawnee Mission unified in 1969 when 12 elementary and one high school district merged.

A seven-member board of education and 5 four-member advisory boards were established to serve the 72-square mile area. According to David H. Westbrook, director of information services, the advisory boards serve as liaison between their communities and the board of education. Their functions are limited to advising. They meet monthly and receive reports from building principals and staffs about individual school activities and programs. The board of education receives all districtwide curriculum and management reports. Each advisory board is chaired by the area board of education member who, with the area assistant superintendent, plans agenda and coordinates reports. Board of education members are elected to serve four-year terms. Advisory board members serve two-year terms.

Title I Committees Have Clout

Parent advisory committees formed in response to Title I, ESEA, guidelines can legally exercise more clout than most other advisory committees, since the law requires their approval of project proposals and gives them the authority to evaluate ongoing programs. In Pontiac, Mich., the Area Wide Advisory Committee (AWAC), which is the citizen advisory group for Title I, plays a large role in the operation of the Title I programs. Subcommittees pass on job descriptions and job qualifications, screen candidates for project positions, periodically review the budget, conduct a quarterly evaluation and develop new ideas and programs. To evaluate Title I programs, a monitoring system was set up. The procedures were described as follows:

"A monitoring team of parents from the Title I area will make periodic on-site visits of the various Title I programs. Each team member will receive training in the use of a checklist. This checklist will include the following factors: major objectives of the program; description of program activities related to the accomplishment of stated objectives; person identified to conduct and participate in the program; materials to be used in the program.

"Each monitoring team member while observing the programs will note on the checklist the particular activities taking place, the people involved, and the materials used. It is anticipated that the monitoring team will meet with each program director prior to on-site visits. Each team member has been assigned to one school, thus one person will monitor all programs in a particular school."

Committees Spread Information, Counter Critics

Advisory committees can help counter attacks by isolated groups or extremists and blunt the impact of a vocal few with an ax to grind. Mrs. Clelia D. Hendrix, administrative assistant for staff communications in Greenville County (S.C.) School District, relates this experience:

"The spread of representation gives a broad range of opinions concerning crucial issues. One good example was the recent attack on the Greenville County Schools by a group of citizens who voiced vehement objections to certain selected books in school libraries. The Area Citizens Advisory Committees studied the district policy on selection of materials, visited school libraries, talked with many individuals and, through a representative subcommittee, formulated recommendations for the board. The board unanimously adopted the recommendations and the administration moved immediately toward implementation."

A Citizens Lay Advisory Committee (CLAC) has operated in Ritenour School District, Overland, Mo., since 1954. Patty Williamson, director of public relations, says of the members: "Their sensitivity and understanding of educational goals and problems is a help in interpreting such things to the community and in obtaining both positive and negative feedback. They are also one of our biggest assets in levy and bond campaigns. Their endorsements often carry weight in school board elections."

CLAC's first project in Ritenour was to make a plea for sidewalks along dangerous streets near the schools. Other projects have included sponsorship of a scholarship plan for future teachers, and of the United Parents Committee – aimed at giving black and white parents an opportunity to meet informally with principals and district administrators.

In Colts Neck, N.J., Supt. Roy J. Unger set up a home-school discussion group to facilitate communications. The nine citizen members are encouraged to report to their friends and neighbors on the meetings. Items discussed have included the school newsletter, effectiveness of board members as communicators, hiring of a public relations specialist, posture of the schools as welcoming agencies, the influence of local groups and the image of the PTA.

The council has also concerned itself with school lunch program, pros and cons of seat belts in school buses, students' performance on standardized tests, teacher aides, diagnosing and teaching to individual differences. Speaking to such realistic, everyday concerns of parents is one of the primary purposes of any citizens advisory group.

Green Bay (Wis.) District Public Schools have a parent advisory board for a community newsletter

Spontaneous Committees Wither—Unless Supported

A development rarely mentioned or documented in the literature on advisory committees is that of the spontaneous or ad hoc committee. Such a committee starts out enthusiastically on its own, gradually falters and eventually withers away. Why does this happen?

- Lack of agreement and/or clear understanding among members regarding the goals and objectives of the group. Some members may have a generalized feeling of dissatisfaction with the schools and want more "say" in their children's education while other members want to zero in on one or more specific school practices they wish changed.
- Composition of the committee may cause immediate problems. Some members may envision a broadly based, ideologically representative body while others insist on seeking improvements with a small group of educated and sophisticated community leaders; a third group is seeking a committee of "kindred spirits."
- Disagreement among members about the action which is needed to effect change. Some members of the group look for swift and aggressive action through a frontal attack on the school system, while others may urge caution, emphasizing the establishment of good will and the collection of facts and evidence before approaching the school administration or board of education.
- Personality conflicts.
- The use of the committee by individuals for personal aggrandizement.
- Lack of skill and knowledge on the part of members about either the educational enterprise or techniques for effective committee work.
- Overambitious goals; unreasonable expectations.
- Jumping in feet first with hastily planned proposals (unsupported by facts).
- A cool reception or outright hostility by school board or school administration.

The demise of a grass-root committee, however ill conceived or managed, is no cause for rejoicing by school people. The causes that spawned them probably still exist; the committee members, whether cooperative or troublesome, still exist; and the very failure of the committee and its objectives can provide the basis for further disturbance.

In many areas, school administrators and board members have responded cooperatively and enthusiastically to the efforts of citizens to start advisory committees. And where the school administration has cooperated in establishing ground rules and goals and in providing facts, figures, aid and encouragement to citizens as they try to form an advisory group, the outcome generally has been favorable on both sides.

which was established, said public information director Ann Weizenegger, to give parents the types of information they wanted about the schools.

Principals select a parent delegate and alternate to represent each school for one year. The parents are told to bring in questions about schools they and their friends want answered. The superintendent and public information director always meet with the committee prior to the preparation of each issue of the newsletter, which comes out three times a year. "Feedback from parents has been invaluable," Miss Weizenegger says. "We feel the newsletter content is now more pertinent and the news selection job easier. Furthermore, the two-way communication at the meetings has served to quell rumors and point the way to other needed communication efforts."

Green Bay also has six vocational education advisory committees, a Title III, ESEA, reading project advisory council and Title I parent advisory committees, selected by principals, at target schools.

Lee's Summit, Mo.: A Typical Experience

Supt. Bernard C. Campbell of Lee's Summit, Mo., describes fairly typical experiences of districts this size. Lee's Summit is a K-12 system, serving 5,900 pupils in nine schools. Campbell says the Board of Education has encouraged the formation of citizens committees to study special school problems within the district. The school building advisory committee, originated after the district was reorganized in 1949, studies enrollment predictions and building needs. "Since 1951 the scho district has voted 10 bond issues without failur all requiring a two-thirds majority. The citize committee has recommended each of these bo issues. . . . The advisory committee has been u dated each two years. (Current membership 175.) This is as often as we have presented bo issues to the voters. We believe it is necessary appoint a true cross section of the people in t district."

In addition, a board-appointed curriculum stu committee set the tone for the district's progra and expansion during the 1960s, after a two-ye study. Another committee of 106 members studi the district's offerings for three years, submitti its report in February 1972.

"The curriculum committee held its first joi meeting with the board of education, organiz and divided into subcommittees for study of t district's curriculum. It was explained to t committee at the beginning that the extent of t committee's authority was advisory only. We ha never had any problems with the committ usurping the board's authority. No member of t board of education or professional staff h committee status. However, all members of t staff were subject to being called as resour people for the committee. Secretarial work w furnished through the office of the superintende The board paid for and furnished outside cons tants as needed for the subcommittees. The vario subcommittees met at different times and fi their reports with the general committee. The fi report was subject to the approval of the ent committee," Campbell said.

APPENDIX R

By-laws of the Community Advisory Committee

BY-LAWS OF THE STROUDSBURG AREA SCHOOL DISTRICT COMMUNITY ADVISORY COMMITTEE ON EDUCATION

ARTICLE I - Name

The name of this organization shall be The Stroudsburg Area School District Community Advisory Committee on Education.

ARTICLE II - Purpose

Section 1. The Community Advisory Committee on Education shall be an advisory agent to the school board. It shall also review the information developed in the planning process and make recommendations to the policy review and/or planning and development committees of the school board.

Section 2. The purposes of the Community Advisory Committee on Education are as following: 1) To assist school officials in the development of relevant educational policies and programs; 2) To help identify needs and work toward the solution of related problems; 3) To interpret educational programs and policies to fellow citizens and enlist their support; 4) To bring community information, opinion and planning to responsible school officials, 5) To influence public attitude and opinions in support of programs to improve the school system.

ARTICLE III - Membership

Section 1. Regular members shall consist of two representatives of each elementary school in the Stroudsburg Area School District; also, four representatives from the Middle School, two from Mountain House and two from Lake House; also four representatives from the high school, two from the ninth and tenth grades and two from the eleventh and twelth grades. Such members shall be selected by the existing committee members, elected by a simple majority, from a list suggested by students, parents, teachers, principals and other pertinent groups. Members shall each serve a five year term, or until his child is no longer a student in a district school, or until a member wishes to resign. All regular members shall have voting rights.

Section 2. Honorary members shall consist of one member from each district schools' home school assocation executive board. These members shall be selected from and by the executive board members of each individual school. They may attend committee meetings and enter into discussion, but shall not have voting rights. Their term of membership shall be one year.

Section 3. Members-at-Large shall consist of five voting taxpayers residing in the district. They need not have children in area district schools. They shall be selected in the same method as are regular members, as described in Section 1. These members shall each serve a five year term, or until they wish to resign. Members shall have voting rights.

Section 4. An Ex-Officio member, selected from the school system, shall serve in an advisory capacity and as a resource person.

Section 5. Resignations from membership must be presented to the Secretary. A person shall be dropped from membership if he fails to attend three consecutive meetings without notifying one of the executive officers in advance of such absence.

ARTICLE IV - Meetings

Section 1. Meetings shall be held monthly, year-round, unless, with the consent of the majority, it is necessary to hold more or fewer meetings.

Section 2. Regular meetings shall be advertised when an appropriate program is planned.

Section 3. A quorum of a majority of the voting membership shall be required to conduct official business.

ARTICLE V - Officers

Section 1. Officers of this committee shall be:

Chairman
Vice Chairman
Secretary

Section 2. The officers shall be elected by a simple majority in May of each year. A nominating committee shall be appointed to compile a list of candidates at the meeting preceding that at which elections shall be held.

Section 3. Officers shall serve for a one year term. An early resignation must be announced and presented in writing one month before such resignation is effective so that a replacement may be elected, also by a simple majority.

Section 4. Officers may serve consecutive terms.

ARTICLE VI - Duties of Officers

Section 1. The chairman shall preside at the regular meetings.

Section 2. The Vice Chairman shall preside at regular meetings at which the Chairman is absent.

Section 3. The Secretary shall record each meeting and report the minutes at the following meeting. The Secretary shall maintain a list of prospective members. The Secretary shall keep a file of all problems brought to the attention of the members throughout the year. These problems shall be submitted to the Secretary in writing.

ARTICLE VII - Executive Board

An Executive Board shall be made up of the officers and three members selected by the members.

ARTICLE VIII - Amendments

Any amendment shall be presented in writing and read at two consecutive regular meetings. At the third consecutive meeting it shall be voted upon and passed by a simple majority.

APPENDIX S

Staff memo requesting schedules for first district activities calendar

S

To: All Administrators, Department Heads, Guidance Counselors, Coaches, Directors and Special Advisors
From: Thomas Santoro
Re: School Calendar/Policy Booklet
February 3, 1975

A few school districts in our area have developed a very complete school calendar covering all events during the school year. Stroudsburg is also going to complete a pamphlet to go home to parents which will include as many of next year's events as possible.

Items such as the following should be included:

1. All athletic events - time, whether home or away
2. Class plays, dances, proms, etc.
3. Open Houses and PTA meetings
4. Board meetings - regular and special
5. In-service dates
6. District-wide parent conferences
7. Report card dates
8. Band and choral concerts
9. Special exams - Stanfords, Iowas, College Boards, Nat'l Merit tests
10. All other special events.

In order to have the pamphlet completed by August of 1975, it is necessary that I have all information by March 26, 1975. I will collect this material from each principal.

I realize how difficult it is to force ourselves to plan and schedule events so far ahead. However, such a pamphlet will go a long way in improving the district image.

A copy of next year's "proposed" calendar of school closings and openings, holidays and in-service days is enclosed.

APPENDIX T

Memo to administrators regarding meeting to finalize schedule for calendar

T

To: All Administrators

From: Thomas J. Santoro

Re: Administrators Meeting

Date: April 3, 1975

Mr. Wells has given approval for a meeting to be held on Tuesday, April 15, at 8:15 a.m. in the conference room for the purpose of finalizing dates for school events and meetings for the 1975-76 school year.

All administrators, department heads, guidance counselors, coaches, directors and special advisors received copies of a memo in February and again in March requesting information on dates for the following:

1. All athletic events - time, whether home or away
2. Class plays, dances, proms, etc.
3. Open houses and PTA meetings
4. Board meetings - regular and special
5. In-service dates
6. District-wide parent conferences
7. Report card dates
8. Band and choral concerts
9. Special exams - Stanfords, Iowas, College Boards, etc.
10. All other special events

They were requested to return the information to the building principal. Please bring this information with you for the April 15 meeting. Thanks.

APPENDIX U

Sample address card used to develop mailing list

PARENT ADDRESS

....
Parent's Last Name First Date

....
Street City or Town Zip

1. ....
Student's Last Name First Grade School

2. ....

3. ....

4. ....

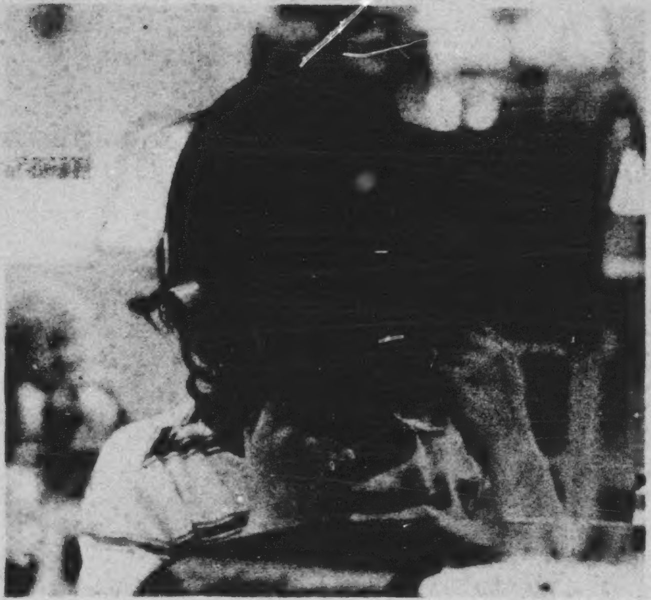
5. ....

6. ....

APPENDIX V

Part 1 - Annual activities calendar

Part 2 - First three newsletters



1975-76

Stroudsburg Area School District

V - PART 1

SEPT

Superintendent Samuel O. Wells, III

SCHOOL DIRECTORY

Central Office	421-1990	
Samuel O. Wells, III, Superintendent		Ext. 55
John T. Kupice, Assistant Superintendent		Ext. 41
Richard Talbot, Administrative Asst.		Ext. 30
High School	421-1990	
James Hantjis, Principal, grades 11-12		Ext. 37
Karl Dickl, Principal, grades 9-10		Ext. 31
Middle School		
Paul T. Harakal, Director		421-4834
Woodrow Berger, Principal		421-4834
Elementary Schools		
Russell A. Treible, Director		421-2880
Ralph Knauf, Principal		
Arlington Heights		421-2880
Clearview		421-7277
Hamilton		992-4960
Thomas J. Santoro, Principal		
W. H. Ramsey		421-3160
B. F. Morey		421-6371
B[illegible]s Office	421-1980	

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A Message from the Superintendent

Dear Parents:

For many years, it has been the ambition of the Stroudsburg Area School District to present you with some sort of forecast concerning the school year.

Finally, thanks to the efforts of Mr. Thomas J. Santoro, Mr. William Weitzmann and Mr. Frederick Beaver, such a forecast can now be given you.

We trust that this calendar will make for better relations and understandings between parents, students, staff and faculty. If, from time to time, you have criticism concerning material, please make it known to us and hopefully each year will see an improvement.

Educational Philosophy

The primary function of the educational program of the Stroudsburg Elementary Schools is to equip each child with the basic skills and positive attitudes necessary to become a contributing member of society and to build and nurture the desire for more knowledge through further education and training.

The Stroudsburg Middle School is dedicated to building upon the basic skills and knowledge of the transescent child and providing the opportunity for an introductory experience into the vocational and recreational options available to him.

The High School is dedicated, not only to helping students realize their full worth and potential by expanding their experience, knowledge and skills, but, to providing the guidance and direction to help them intelligently select the specialized training and knowledge needed in preparation for their role as a worthwhile contributor to adult society.

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The School Board

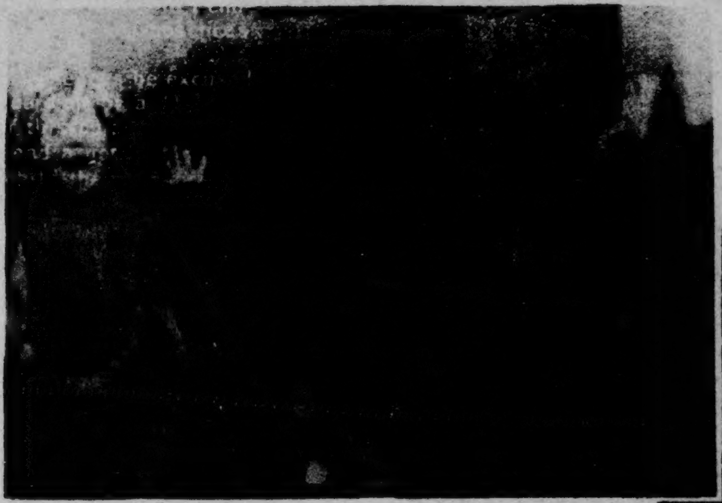
Seated left to right, Bernard Frantz, Dr. John Lim, President Lloyd Manter, John Parker. Standing, Walter Adelman, T. Manning Curtis, W. Edmund Magann, DDS, Donald Stone, Paul Edinger, Solicitor Samuel Newman.

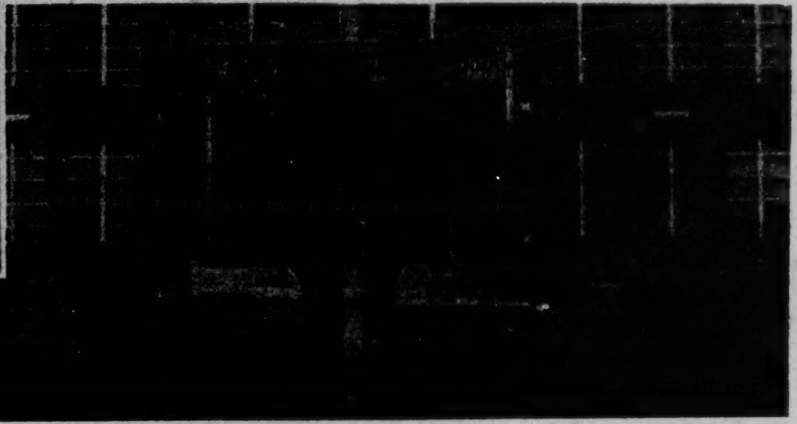
SUN	MON	TUES	WED	THU	FRI	SAT
	1	2 Teacher orientation	3 First day of school for students ◆ Board policy meeting ◆ 4:00-Soccer-Notre Dame-A	4	5 8:00-V. Football-Emmaus-H ◆ 4:00-Fld. Hockey-Pen Argyl-A	6
7	8 Middle School-diagnostic testing, reading and math all levels ◆ 2:30-Golf-Palmerton-H ◆ 7:00-J.V. Football-Emmaus-A	9 Middle School-diagnostic testing, continued ◆ 3:15 G. Tennis-Parkland-H ◆ 4:00-Soccer-Bishop Hafey -H	10 Middle School-diagnostic testing, continued ◆ 4:00 J.V.Soccer-Notre Dame-A ◆ 4:00-Fld. Hockey-Bangor-H	11 Middle School-diagnostic testing, continued ◆ 2:30 Golf-Eastburg-A	12 Middle School-diagnostic testing, continued ◆ 3:15-G.Tennis-Whitehall-A ◆ 4:00-Soccer-Delaware V.-A ◆ 4:00-Fld. Hockey-Catasaqua-H ◆ 7:30-V. Football-Bangor-A	13 2:30-Golf-Lehighton-A
14	15 3:45-J.V.Soccer-Emmaus-H ◆ 7:00-J.V.Football-Bangor-H	16 2:00-Golf-Whitehall-A ◆ 3:15-G.Tennis-Emmaus-H ◆ 4:00-Soccer-Saucon V.-A ◆ 4:00-Fld.Hockey-Saucon V.-A	17 7:30-Board Public Meeting Room 133	18 2:30-Golf-Notre Dame -H ◆ 3:15-G.Tennis-Abington-H ◆ 4:00-F.Football-Bangor-H ◆ Community Advisory Council-Middle School	19 4:00-F.Hockey-Wilson-H ◆ 4:00-Soccer-Wilson-A ◆ 8:00-V.Football-N'hampton -A	20 10:00-G.Tennis-Easton-A ◆ 2:00-Soccer-N.Warren-A
21	22 2:30-Golf-Pocono Mt.-A ◆ 4:00-J.V.Soccer-N.Warren -A	23 4:00-J.V.Soccer-Palisades -A ◆ 4:00-Soccer-Palisades -H ◆ 4:00-Fld.Hockey-Lehighton-A	24 4:00-J.V.Soccer-DelVal-H	25 2:30-Golf-Palmerton-A ◆ 4:00-Fld.Hockey-DelVal-A ◆ 4:00-F.Football-Slatington-A	26 4:00-Soccer-Salisbury-H ◆ 8:00-V.Football-Slatington -A	27 1:00-Soccer-Bishop Hafey-A
28	29 2:30-Golf-Eastburg-H ◆ 7:00-J.V.Football-Slatington-H	30 4:00-Soccer-S.Lehigh-A 4:00-Fld.Hockey-P.Valley -H				

EXCUSE FOR ABSENCE

Many parents are in the habit of calling the school when their child is absent. We do appreciate knowing that a child will not be in school because of an illness or other legitimate reason. However, all school districts in Pennsylvania are required by law, to keep excuses of absences on file for two years.

It is imperative, therefore, that all absences be excused "in writing" by the parents or guardian of a child. Blue excuse cards are provided for this purpose. If you do not have a blue card, please send a note explaining the reason for absence with your child the first day he/she returns to school.





ATTENDANCE

Developing habits of punctuality and regular attendance usually helps determine success through school and into the adult world. Students should be absent from school only in the case of illness or emergencies. Unnecessary absences may tend to minimize the value of school and interfere with the continual progress of a student.

Whenever possible, medical and dental appointments should be scheduled for after-school hours.

Parents who plan to take their child out of school for a trip must submit a written request to the building principal pointing out the educational experience their child will receive on the trip, that he would not normally receive in the classroom.

Although we are required by law to maintain and account for student attendance, we would prefer not to use the penalties provided to force compliance.

We would prefer to follow a program which attacks the cause of poor attendance; one which encourages students and parents to recognize their responsibility for good student attendance at school.

OCT 75

SUN	MON	TUES	WED	THU	FRI	SAT
			1 7:30-Board Policy meeting ◆ Adult Education Regis.	2 2:30-Golf-Lehighton-H ◆ 4:00-Fld.Hockey-Palmerton-A ◆ 4:00-F.Football-East Burg-H ◆ 7:30-Morey Open House ◆ Adult Education Registration	3 Soccer Playoff ◆ G.Tennis-Whitehall-H ◆ Adult Education Registration	4 8:00-Soccer-Del Val-H
5	6 Grade 8-Kuder Occupational Interest Inventory Test ◆ 2:30-Golf-Notre Dame-A ◆ 7:00-J.V. Football-N Warren-H	7 Grade 8-Kuder Testing, continued ◆ 4:00-Fld. Hockey-Northwestern-H ◆ Soccer-Saucon V.-A ◆ 7:30-Middle School Open House, Mountain House	8 Grade 8-Kuder Testing, Continued ◆ 2:30-Golf-Pocono Mt.-H	9 Grade 8-Kuder Testing, continued ◆ G.Tennis-Bangor-A ◆ 4:00-Fld.Hockey Slatington-A ◆ 4:00-F. Football-Whitehall-H ◆ 7:30-Middle School Open House, Lake House	10 Grade 8-Kuder Testing, continued ◆ Golf-League Tourn. ◆ Soccer-Wilson-H ◆ 8:00-V.Football-Pen Argyl-H	11 10:00-J.V.Soccer-Easton-A ◆ 10:00-G.Tennis-Easton-H
12	13 4:00-J.V.Football-Pen Argyl-A ◆ 7:30-Clearview Open House	14 4:00-Fld.Hockey-Pocono Mt.-H ◆ Soccer-Palisades-A	15 7:30-Board Public Meeting	16 4:00-Fld.Hockey-Eastburg-A ◆ 7:30-Community Advisory Council, Middle School	17 In-Service Day, no school for students ◆ 3:30-G. Tennis-Wilson-A ◆ Homecoming Weekend: 8:00-V. Football-Whitehall-H ◆ Soccer-Salisbury-A	18 ACT Tests at ESSC ◆ Homecoming Weekend ◆ Fld.Hockey Playoff ◆ 8:00 Soccer-Notre Dame-H ◆ 6:30-J.V.Soccer-Notre Dame-H
19 Golf-District Deadline	20 7:00-J.V.Football-Whitehall-A ◆ 7:30-Arlington Open House	21 Soccer-S.Lehigh-H	22 4:00-J.V.Soccer-DelVal-A	23 4:00-F.Football-Lehighton-A ◆ 7:30-High School Open House	24 Golf-States ◆ Soccer-Playoff ◆ 8:00-V.Football Lehighton-A	25 10:00-G.Tennis-Parkland-A ◆ 6:30-J.V.Soccer-N. Warren-H ◆ Golf-States ◆ 8:00-Soccer-N.Warren-H
26	27 7:00-J.V.Football-Lehighton-A ◆ 7:30-Hamilton Open House	28	29	30 3:30-G.Tennis-Bangor-H ◆ 4:00-F.Football-Pleasant Val.-H ◆ 7:30-Ramsey Open House	31 8:00-V.Football-Notre Dame-H	

GUIDANCE SERVICES

Guidance councelors are available in the Middle and High Schools for the purpose of helping students with personal problems. Another major function is to assist them, individually and in small groups, to make plans and decisions about their future by evaluating the alternatives available.

A program is being planned which will provide guidance services for elementary students for the 1975-76 school year.

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PSYCHOLOGICAL SERVICES

Psychologists are available through Intermediate Unit 0 to help parents and teachers understand the strengths veaknesses, limitations and problems of students.

Requests for psychological testing are made through he school and parental approval. The results and recommendations of these tests, in every case, are discussed with the parents through conferences with teachers, administrators, psychologists, and/or ot[illegible] resource personnel.

SUN	MON	TUES	WED	THU	FRI	SAT
						1 ASAT (college boards) Eastburg High School
	3 4:00-J.V.Football-Notre Dame A	4 Junior Class Play	5 Marking Period ends	6 4:00-F.Football-Palmerton-A ◆ Junior Class Play	7 No school for elementary students ◆ Elementary Parent Conferences ◆ 8:00-V.Football-Palmerton-A	8
9	10 Grade 7-Cognative Ability Tests ◆ 7:00-J.V.Football Palmerton-H	11 No school for elementary students ◆ Elementary Parent Conferences ◆ Grade 7-Testing, continued	12 Grade 7-Testing, continued ◆ Fall Choral Concert, High School Auditorium	13 No school for Middle School students ◆ Middle School Parent Conferences ◆ 4:00-F.Football-Pocono Mt.-H	14 No school, Teacher's In Service ◆ 8:00-V.Football-Pocono Mt.-A	15
16	17 No school for Middle School students ◆ Middle School Parent Conferences ◆ 7:00-J.V.Football-Pocono Mt.-H	18 7:30-Elementary and Middle School Combined Art Show	19	20 No school for high school students ◆ High School Parent Conferences ◆ 3:30-F.Football-Northampton-A ◆ 7:30-Community Advisory Council, Middle School	21 No school for high school students ◆ High School Parent Conferences	22
23 30	24 7:00-J.V.Football-Eastburg-A	25	26	27 School closed - Thanksgiving ◆ 10:00-V.Football-East Stroudsburg-H	28 School closed - Thanksgiving	29

DEC 75

SPECIAL EDUCATION

The Stroudsburg Area School District makes provisions for the education of special or exceptional students in order to meet their unique needs. Most students requiring special programs are in classes run by the Intermediate Unit 20 in cooperation with local districts. Some are in private schools which are funded partially by the state and partially by the local districts.

Speech and hearing therapy, as well as services for the partially blind, are provided by specialists from I.U. 20. These specialists meet with students at the local school on a regularly scheduled basis.

Classroom teachers, administrators, guidance councelors nurses, and/or parents may refer a student for testing for possible placement in any of the appropriate programs.

SUN	MON	TUES	WED	THU	FRI	SAT
	1 School Closed - Thanksgiving	2 School re-opens ◆ 60 days of school completed ◆ 4:00-G.Basketball-Bangor-A ◆ 6:60-F. Basketball-Emmaus-A	3 7:30-Board Policy Meeting	4 6:30-V.Wrestling-Emmaus-H	5 German Day ◆ 4:00-F. Basketball-Bangor-A ◆ 6:30-Basketball-Bangor-A ◆ 6:30-G.Basketball-PenArgyl-H	6 ASAT (college boards), Eastburg High School ◆ 10:00-F.Wrestling-Lehighton-A ◆ 6:30-Basketball-PenArgyl-H
7	8 Sports Awards Assembly	9 Sports Awards Assembly ◆ Basketball-Notre Dame-H ◆ 4:00-F.Basketball-Whitehall-H ◆ 4:00-G. Basketball-Notre Dame-A	10	11 3:30-Gymnastics-Eastburg-H ◆ 6:30-V.Wrestling-Notre Dame-H	12 Half-Day In-Service: no school for students afternoon ◆ Basketball-Lehighton-A ◆ 4:00- F.Basketball-Lehighton-A ◆ 4:00-G. Basketball-Lehighton-H	13 ACT Tests at ESSC ◆ 6:30-V.Wrestling-BLVD-A
14	15	16 6:30-Basketball-Del.Val.-A ◆ 7:30-Middle School Choral Concert	17 3:30-Gymnastics-DelVal ◆ 7:30-Board Public Meeting	18 V.Wrestling-Lehighton-A ◆ 7:30-Middle School Choral Concert	19 4:00-G.Basketball-Pleasant Val.-A ◆ F. Basketball-Pleasant Val. H ◆ Basketball-Pleasant Val.-H	20 10:00-F.Wrestling-Poc. Mt.-A ◆ 6:30- V.Wrestling-Del.Val.-H ◆ Christmas Dance
21	22 9:15-Christmas Choral Concert, high school auditorium	23 4:00-G.Basketball-Palmerton-H ◆ F. Basketball-Palmerton-A ◆ Basketball-Palmerton-A ◆ 7:00-Christmas Choral Program, Court House Square	24 Christmas Vacation-school closed until January 5	25	26 Basketball Tourn.-Pleasant Val.	27 Basketball Tourn.- Pleasant Val.
28	29 Basketball Tourn.-Pleasant Val. (alt. date)	30	31			

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TESTING PROGRAM

The Stroudsburg Area School District works continually to maintain a thorough testing program. The purpose of these tests, diagnostic, interest, aptitude and achievement, is to provide information which assists in the evaluation, guidance and placement of each individual pupil. The results of all tests are available to parents upon request.

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REPORTING STUDENT PROGRESS

The evaluation of student progress is an important part of the educational process. The results of this evaluation is formally reported to parents every 45 days or 4 times annually with the use of report cards. In order to make these reports more meaningful, parent/teacher conference periods for the elementary schools, middle school and high school have also been scheduled for the 1975-76 school year. Parents are urged to contact their child's teacher to schedule additional conferences, should questions or problems arise at other times during the year.

SUN	MON	TUES	WED	THU	FRI	SAT
				1	2	3
4	5 School reopens 4:00-Rifle-N.Pocono-A	6 4:00-G.Basketball-N.Western-A ◆ Basketball-N. Western-H	7 7:30-Board policy meeting	8 3:30-Gymnastics-Palmerton -H ◆ 4:00-Rifle-Eastburg-H ◆ V.Wrestling- Pleasant Val.-H	9 Basketball-Slatington-A ◆ F.Basketball-Slatington -A ◆ 4:00-G.Basketball-Slatington-A	10 10:00-F.Wrestling-Emmaus -H ◆ 6:30-V.Wrestling-Bangor-H
11	12 4:00-Rifle-Abington-A	13 Basketball-Pocono Mt.-H ◆ 4:00- G.Basketball-Pocono Mt.-A ◆ 4:00-F.Basketball-Pocono Mt.-H	14	15 4:00-Rifle-Wallenpaupack -A ◆ 7:30-Community Advisory Council, Middle School ◆ V.Wrestling-Palmerton-A	16 Basketball-Eastburg-A ◆ F.Basketball-Eastburg -A ◆ 4:00-G.Basketball -Eastburg-H	17 10:00-F.Wrestling-Lehighton-H ◆ 6:30-V. Wrestling-Wilson-H
18	19 6th Grade ski program begins ◆ 3:30-Gymnastics Eastburg-H ◆ 4:00-Rifle-Pocono Mt.-H	20 Basketball-Playoff ◆ G.Basketball-Playoff	21 7:30-Board public meeting	22 V.Wrestling-Northwestern -H ◆ Rifle-Shootoff	23 Marking period ends ◆ Basketball-Notre Dame-A ◆ 4:00-G.Basketball-Notre Dame-H ◆ 4:00-F.Basketball-Pleasant Val.-A	24 ASAT (college boards), Eastburg High School ◆ 6:30-V.Wrestling-Pen Argyl-A
25	26 4:00-Rifle-North Pocono-H ◆	27 Basketball-Lehighton-H ◆ F.Basketball-H ◆ 4:00-G.Basketball -Lehighton-A	28	29 V.Wrestling-Slatington-A ◆ 3:30-Gymnastics-Pen Argyl-A ◆ 4:00-Rifle-Eastburg-A	30 6:30-Basketball-Saucon V. -H	31 10:00-F.Wrestling-Pocono Mt.-H

HOMEBOUND INSTRUCTION

If your child becomes ill or disabled and must remain home for a long period of time, a teacher may be sent to your home to teach him/her privately. In order to qualify for homebound instruction, a letter from a physician and/or psychologist describing the type and expected length of illness or disability is required. This service is available free to students in order to allow his education to continue without interruption. All requests should be made to the building principal. This request is then submitted to the Superintendent and Board of Education for approval.

HEALTH SERVICES

Full time registered nurses are provided for the elementary, middle and high schools. Although handling accidents and referring students with suspected health problems and/or conditions to physicians, they also perform other health services for students, such as:

1. Physical examinations, upon entrance to school, grade 6 and 11.
2. Dental examinations, upon entrance to school, grade 3 and 7.
3. Hearing screening for K, 1, 2, 3, and 7.
4. Visual examinations for K through 12.
5. Measuring height and weight - K through 12.
6. Testing for tuberculosis for grades K and 9 and all employees.

SUN	MON	TUES	WED	THU	FRI	SAT
1	2 Report Cards Issued ◆ 4:00-Rifle-Abington-H ◆ Adult Education Regis.	3 Basketball-Pleasant V.-A ◆ 4:00-F.Basketball-Whitehall-A ◆ 4:00-G. Basketball-Pleasant V.-H ◆ Adult Education Reg.	4 7:30-Board policy meeting ◆ Adult Education Regis.	5 4:00-Rifle-Wallenpaupack-H ◆ V.Wrestling-Pocono Mt.-H ◆ Adult Education Registration	6 Middle School Parent Conferences ◆ 4:00-G. Basketball-Palmerton-A ◆ F.Basketball-Pen Argyl-H ◆ Basketball-Palmerton-H ◆ Adult Education Registration	7 German Faschingsfest ◆ 1:00-Gymnastics-Palmerton-A ◆ (League meet)
8	9 Middle School Parent Conferences ◆ 4:00-Rifle-Pocono Mt.-A	10 Basketball-Northwestern-A ◆ 4:00-G. Basketball-Northwestern-H	11 Rifle-Shootoff ◆ F. Basketball-Slatington-H ◆ 4:00-G. Basketball-Slatington-A ◆ V. Wrestling-Eastburg-A ◆ Middle School Concert	12 Basketball-Slatington-H ◆ Gymnastics-Districts	13	14 ACT Tests at ESSC ◆ 2:00-F. Wrestling-Emmaus-A ◆ Gymnastics-Districts
15	16 School closed, Washington's birthday	17 School reopens ◆ 4:00-Rifle-N.Pocono-A ◆ 4:00-G.Basketball-Pocono Mt.-H ◆ F.Basketball-Pocono Mt.-A ◆ Basketball-Pocono Mt.-A	18 7:30-Board public meeting	19 4:00-Rifle-Eastburg-H ◆ Senior Class Play ◆ 7:30-Community Advisory Council, Middle School	20 Gymnastics-District ◆ 4:00-G.Basketball-Eastburg-A ◆ Basketball-Eastburg-H ◆ Senior Class Play	21 Gymnastics-regionals
22	23 4:00-Rifle-Abington-A	24 Basketball-Playoff ◆ Girl's Basketball Playoff	25	26 4:00-Rifle-Wallenpaupack-A ◆ Annual Senior Band Concert, high school gymnasium	27 Basketball Championship ◆ Girl's Basketball Championship, League ◆ Gymnastics-States	28
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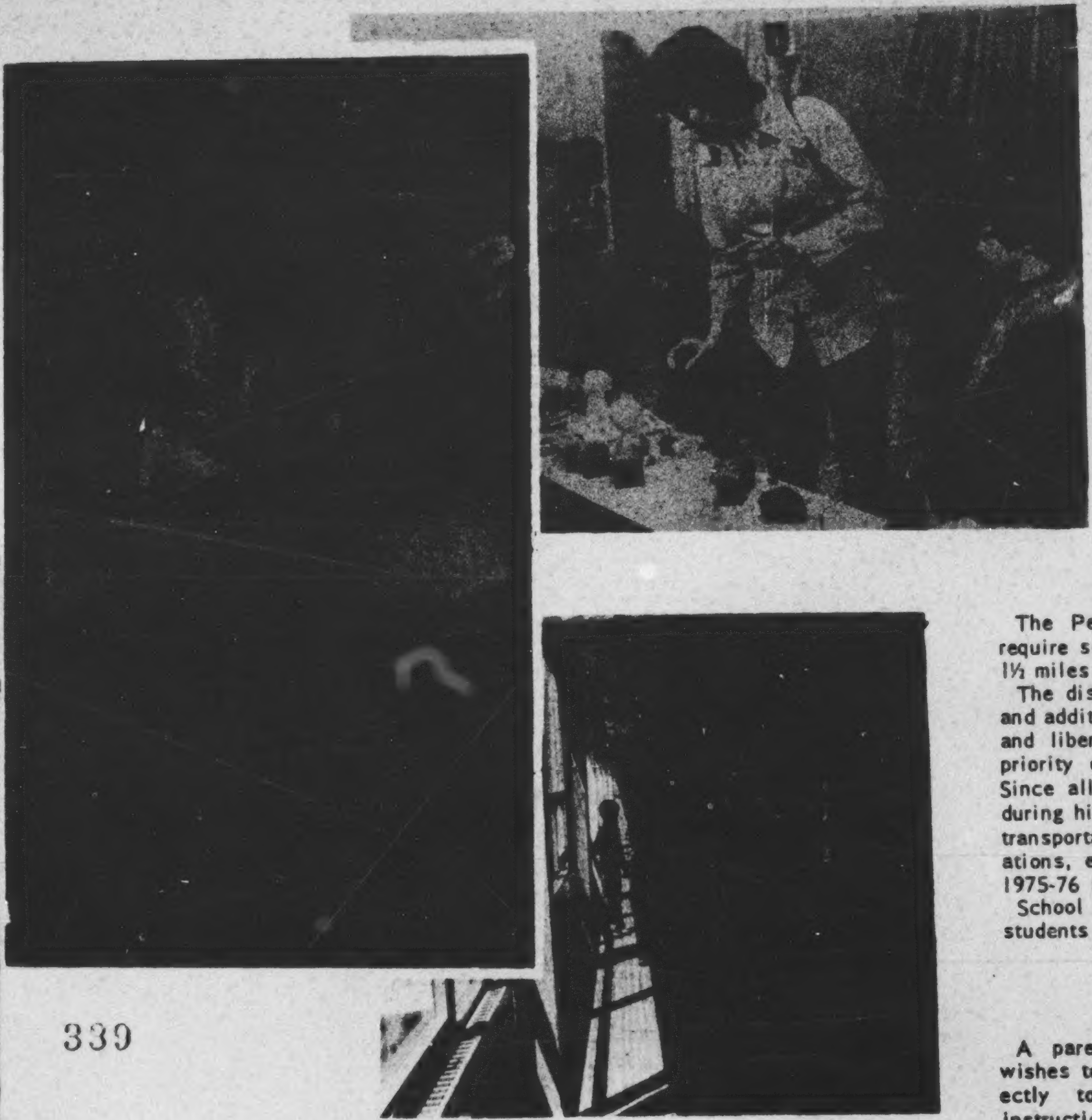

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BUSSING POLICY

The Pennsylvania Department of Education does not require school districts to bus students who live within 1½ miles of a bus stop or school building.

The district, however, has assumed the responsibility and additional costs of developing a very comprehensive and liberal transportation system which places a high priority on the safety and well-being of its students. Since all school students will ride a bus at some time during his/her school years, every parent will receive a transportation policy statement listing the rules, regulations, eligibility, and conduct guidelines early in the 1975-76 school year.

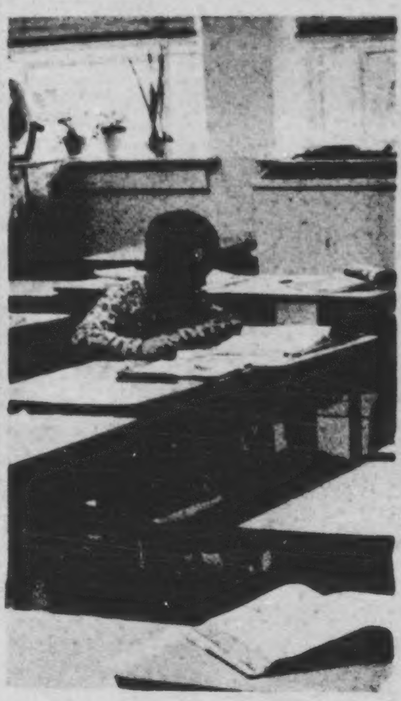
School bus safety programs are also presented for students from Kindergarten through grade 12.

VISITORS WELCOME

A parent or any other member of the community who wishes to visit the school for any purpose must go directly to the principal's office for information and instructions. The major reason for this policy is to prevent undue or unnecessary interruptions in classrooms during instructional time.

This policy is not, in any way, meant to discourage parent visitations for conferences or planned activities.

SUN	MON	TUES	WED	THU	FRI	SAT
	1 4:00-Rifle-Pocono Mt.-H	2	3 7:30-Board policy meeting	4 Rifle-Shootoff	5	6
7	8 No school for students-Teacher's In-Service Day ◈ 120 days of school completed	9	10	11 Rifle-Division Shootoff	12	13
14	15 Sports Awards Assemblies ◈ Rifle-League Championship	16 Sports Awards Assemblies	17 7:30-Board public meeting	18 7:30-Community Advisory Council meeting, Middle School	19	20 Cheerleader's Luau
21	22	23	24	25	26 Marking period ends	27
28	29 G.Softball-Notre Dame-H ◈ 4:00-Track-Notre Dame-H	30 3:30-Baseball-Notre Dame-H	31 3:30-Tennis-Abington-A ◈ 4:00-Track-Notre Dame-H			



COMMUNITY USE OF BUILDINGS

The school facilities are available for use by Stroudsburg Area School District residents and organized groups after school hours.

Persons who wish to use the facilities should contact the office of the building they plan to use and request a building-use form. The principal will discuss the availability and rules. The completed application will be forwarded to the superintendent for final approval. In some cases, groups may be charged a nominal fee to cover custodial and utility costs.

Whenever a scheduling conflict arises over building use between a community group and a school sponsored student group, the school group will take precedence in every case.

SUN	MON	TUES	WED	THU	FRI	SAT
				1 G.Softball-Lehighton-A	2 3:15-Tennis-Emmaus-A ◈ 3:30-Baseball-Lehighton -A ◈ Annual Musical, high school auditorium	3 ASAT (college boards) Eastburg High School ◈ Annual Musical-high school auditorium
4	5 Middle and High school report cards issued ◈ G.Softball-Catasaqua-A ◈ 4:00-Track-Wilson-H	6 No school for elementary students ◈ Report cards issued ◈ Elementary Parent Conferences	7 4:00-Track-Lehighton -A ◈ 7:30-Board policy meeting	8 No school for elementary or high school students ◈ Elementary and high school Parent Conferences ◈ G.Softball-Pleasant V -H ◈ 7:30-Community Advisory Council, Middle School	9 No school for high school students ◈ High school Parent Conferences ◈ 3:30-Track-Abington-A ◈ 3:30-Baseball-Pleasant V -H ◈ 3:45-G.Softball-Northampton-H ◈ Annual Musical, high school aud.	10 ACT Tests-ESSC ◈ 10:00 Tennis-Easton-A ◈ Annual Musical, high school auditorium
11	12 G.Softball-Palmerton-A ◈ 4:00-Track-Eastburg-A	13 3:15-Tennis-Parkland-A ◈ 3:30-Baseball-Palmerton-A	14	15 School closed-Easter ◈ G.Softball-Northwestern -H ◈ 4:00-J.V.Baseball -N.Warren-H	16 School closed-Easter ◈ 3:30-Baseball-Northwestern-H	17
18	19 School closed-Easter ◈ G.Softball-Slatington-A ◈ 3:30-Base ball-Slatingto -A ◈ 4:00-Track-Pleasant Val.-H	20 School reopens ◈ J.V. Baseball-Pocono Mt.-A	21 G.Softball-Pocono Mt.-H ◈ 3:30-Baseball-Pocono Mt.-H ◈ 7:30 Board public meeting	22 4:00-Track-Palmerton-A ◈ 7:30-Middle School Unified Arts Show	23 G.Softball-Eastburg-A ◈ 3:15-Tennis-Whitehall-H ◈ 3:30-Baseball-Eastburg -A ◈ J.V.Baseball-Eastburg-H ◈ 7:30-Middle School Unified Arts Show	24
25	26 K-4 Achievement Tests ◈ G.Softball-Playoff ◈ Baseball-first half Playoff ◈ 4:00-Track-Northwestern -H	27 K-4 Achievement Tests ◈ 7:30-Middle School Choral Concert	28 K-4 Achievement Tests ◈ G.Softball-Notre Dame -A ◈ 4:00-Baseball-Notre Dame-A	29 K-4 Achievement Tests ◈ Tennis-Wm. Allen-A ◈ 4:00-Track-Slatington-A	30 K-4 Achievement Tests ◈ Softball-Lehighton-H ◈ 4:00-Baseball-Lehighton -H ◈ 4:00-J.V.Baseball-Lehighton-A	

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SCHOOL LUNCH

The school provides a well-balanced, nutritional lunch for all students. All the food is prepared in the new kitchen at the middle school, refrigerated and shipped to other schools in the district to be re-heated in special ovens. Since the state and federal governments provide partial reimbursements for this service, the food is offered at a very reasonable price. Milk is provided for students who wish to bring a home-packed lunch.

At the beginning of each school year, the district will notify parents that free and reduced price lunches are available to those who qualify. All parents will receive a letter that will give an income scale with application form attached.

SUN	MON	TUES	WED	THU	FRI	SAT
						1 10:00-Tennis-Easton-H
2	3 3:15-Tennis-Parkland-H ◆ 4:00-Track-Pocono Mt.-H ◆ 4:00-Softball-Del Val.-H	4	5 4:00-Baseball-Pleasant Val.-A ◆ 4:00-J.V.Baseball-Pleasant V.-H ◆ G. Softball-Pleasant V.-A ◆ 7:30-Middle School Choral Concert ◆ 7:30-Board policy meeting	6	7 G.Softball-Palmerton-H ◆ 4:00-Baseball-Palmerton-H ◆ 4:00-J.V.Baseball-Palmerton-A	8 Track-League Meet
9	10	11 4:00-Baseball-Northwestern-A ◆ 4:00-J.V.Baseball-Northwestern-H ◆ 7:30- Middle School Band Concert	12	13 Band-Chorus "Pops" Concert, high school gymnasium	14 4:00-Baseball-Slatington-H ◆ 4:00-J.V.Baseball-Slatington-A	15 Track District Meet
16	17 Middle School-Post-Testing in Math and Reading-all levels	18 Middle School-testing continued ◆ 4:00-Baseball-Pocono Mt.-A ◆ 4:00-J.V.Baseball-Pocono Mt.-H ◆ 7:30-Middle School Band Concert	19 Middle School-testing continued ◆ 7:30-Board public meeting	20 Middle School-testing continued ◆ 4:00-Baseball-Eastburg-H ◆ 4:00-J.V.Baseball-Eastburg-A ◆ 7:30-Community Advisory Council, Middle School	21 Middle School-testing continued ◆ Track-State Meet	22 Baseball-2nd Half Play-off ◆ Track-State Meet
23 30	24 Sports Awards Assembly High School 31 School Closed-Memorial Day	25 Sports Awards Assembly, High School ◆ Baseball League Playoff	26	27	28 Maroon and White Day	29 Senior Prom (tentative)

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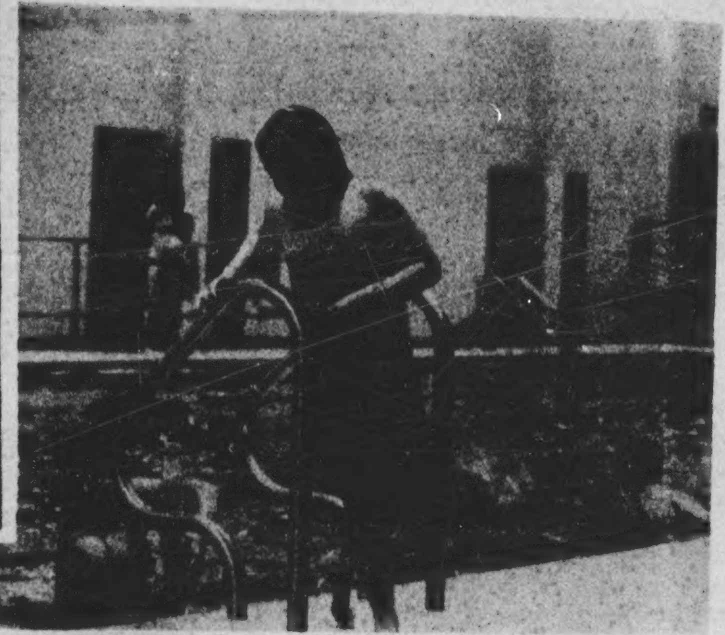

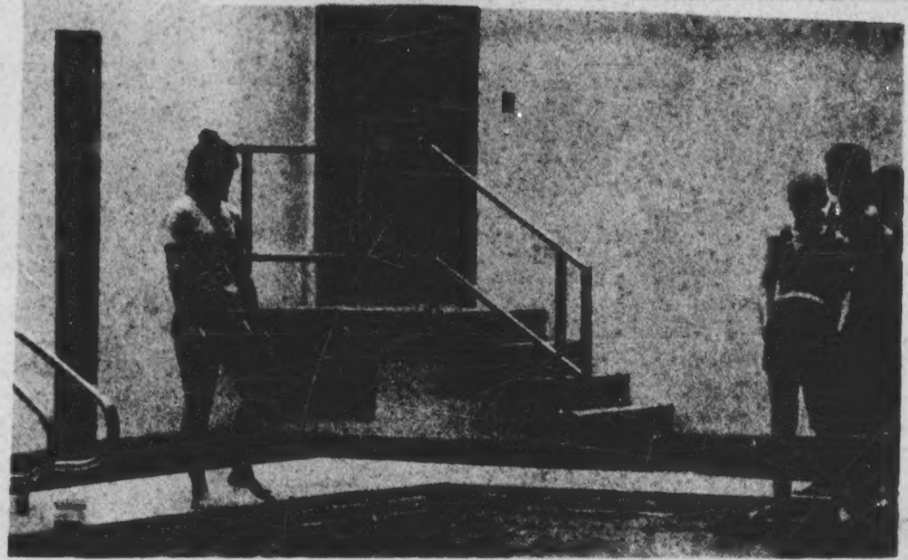

SWIMMING PROGRAM

The Stroudsburg Area School District has planned a comprehensive community swim program, utilizing the Middle School pool, for a modest fee.

Elementary lessons will be provided which are designed to equip youngsters with the knowledge, skills and confidence necessary for basic methods of swimming. Adult lessons offered will provide the adult with an opportunity to develop and master basic, as well as advanced, swimming skills.

Family recreational swims will provide an opportunity for families to swim together.

General recreational swims are open to the public.

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SUN	MON	TUES	WED	THU	FRI	SAT
		1 School re-opens	2 7:30-Board policy meeting	3 High School Final Exams	4 High School Final Exam	5 ASAT (college boards) Eastburg High School
6	7 High School Final Exams ◈Marking Period Ends	8	9	10	11 Last day of school ◈ Report cards issued	12 ACT Tests, ESSC
13	14	15	16	17 7:30-Community Advisory Council, Middle School	18	19
20	21	22	23	24	25	26
27	28	29	30			

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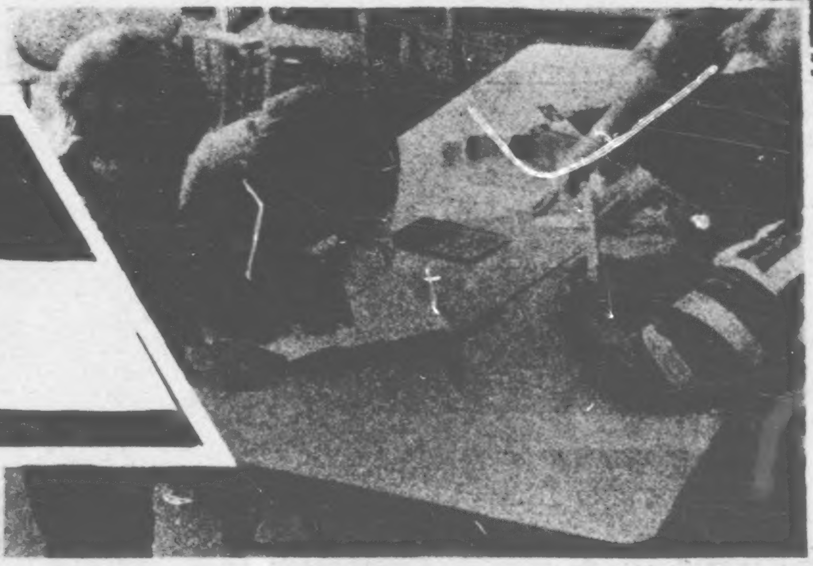

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SUN	MON	TUES	WED	THU	FRI	SAT
				1	2	3
4	5	6	7 7:30-Board policy meeting	8	9	10
11	12	13	14	15	16	17
18	19	20	21 7:30-Board public meeting	22	23	24
25	26	27	28	29	30	31

SCHOOL INSURANCE

A student accident insurance policy is available on an optional basis for a relatively nominal fee. Several plans are offered, ranging from school time coverage to 24 hour coverage.

Insurance forms will be sent home with the students early in the year. If you do not receive a form but wish to purchase this insurance, call the school office.

ADULT EDUCATION

The District provides a rather comprehensive program of adult education. This program is run during the fall and spring semesters. Announcements advertising the programs are made through the local news media. Registrations are held in October for the 10 week fall program and again in February for the 10 week spring session. A fee is charged that is based on the type of course taken and number of classes, but is extremely reasonable.

Questions regarding the adult education program may be answered by calling 421-1990, ext. 51.

SUN	MON	TUES	WED	THU	FRI	SAT
1	2	3	4 7:30-Board policy meeting	5	6	7
8	9	10	11	12	13	14
15	16	17	18 7:30-Board public meeting	19	20	21
22	23	24	25	26	27	28
29	30	31				

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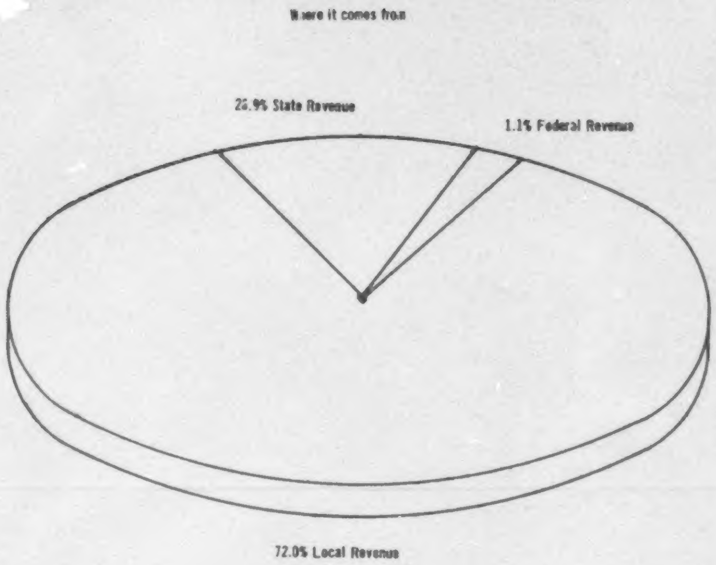
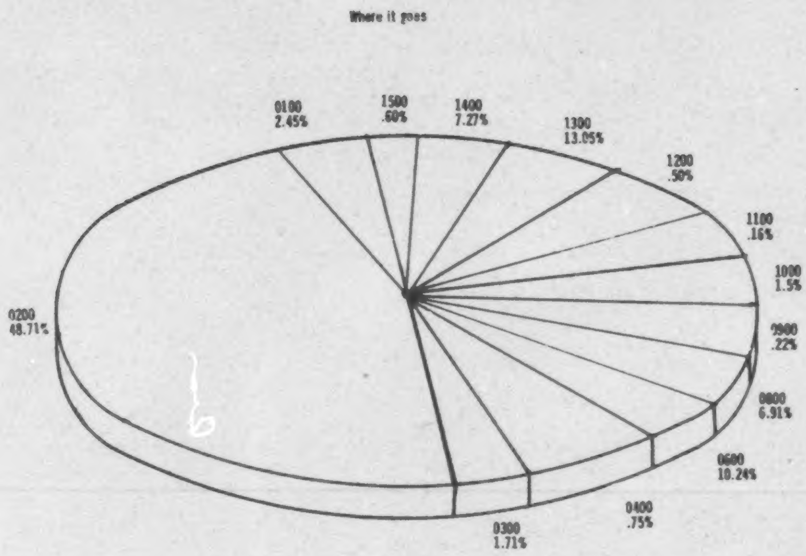




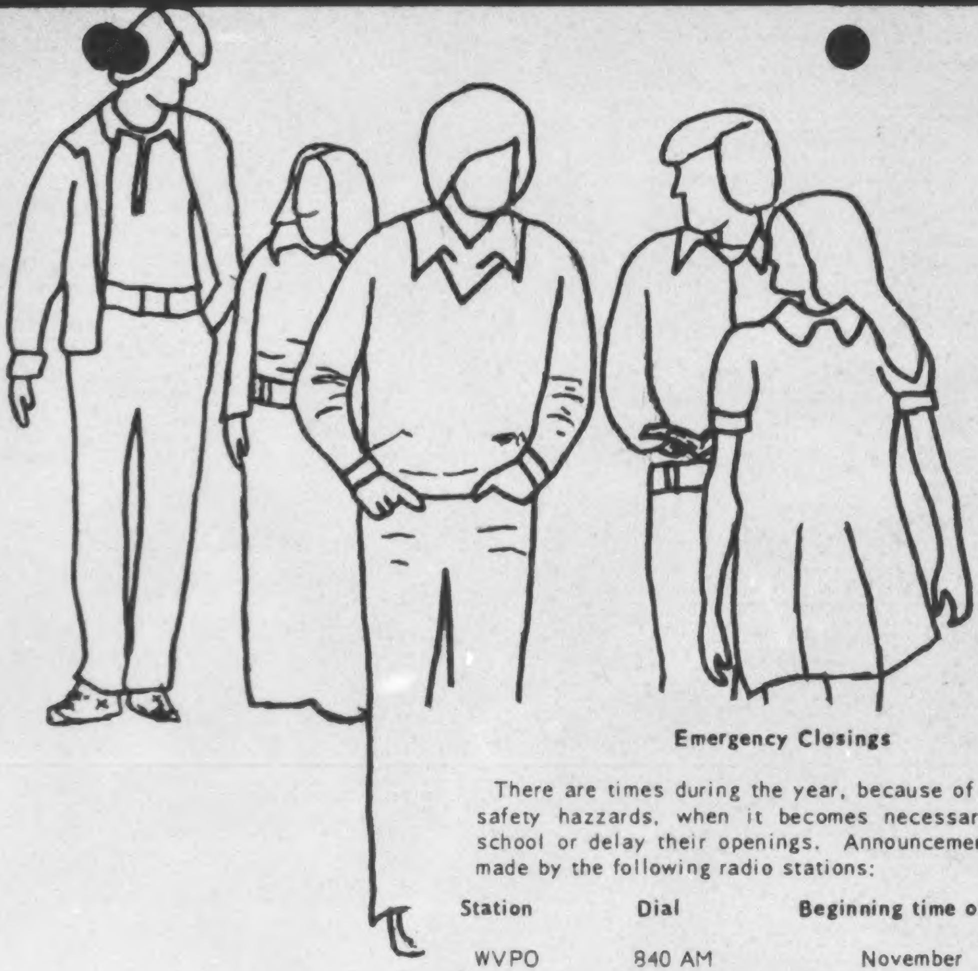
Budget and Finance

The programs of the Stroudsburg Area Schools are supported by Federal, State and local sources. The largest portion of these funds comes from the local real estate tax. The State contributes a somewhat smaller amount from the general fund and the Federal Government contributes a much smaller amount.

The diagram shows where the money comes from to run our school, and where it is spent.

0900 Food Services
1000 Student Activities
1100 Community Services
1200 Capital Outlay
1300 Debt Service
1400 Intersystem Payments
1500 Budgetary Reserve

0100 Administration
0200 Instruction
0300 Personnel Services
0400 Health Services
0500 Pupil Transportation
0600 Plant Operation and Maintenance
0800 Fixed Charges



Emergency Closings

There are times during the year, because of health and safety hazzards, when it becomes necessary to close school or delay their openings. Announcements will be made by the following radio stations:

Station	Dial	Beginning time of announcements	
WVPO	840 AM 93.5 FM	November	6:45
		December	7:15
		January	7:30
		February	7:00
		March	6:30
WEEX	1230 AM	24 hours	
WQQQ	99.9 FM	24 hours	
WARM	590 AM	24 hours	

Parents should anticipate an early closing when inclement weather prevails and should either arrange to be home or to have instructed their child to report to a neighbor.

Problem Solving Procedure

During the school year, problems may arise which may affect you and/or your child. If such a problem does arise, please make every effort to have it solved or to find out the correct information by using the following procedures:

First-contact the teacher or guidance counselor who might have first-hand knowledge of the situation.

Second-if you are not satisfied with the results of the first step, bring the problem to the attention of the building principal.

Third-if no solution is reached at step two, contact the director of the elementary schools, middle school or high school.

Fourth-contact the Superintendent if no solution has been reached at the first three steps.

Fifth-should no solution be reached through step four, your final action should be to contact the school board.

About the Calendar...

The overall supervision for the production of the calendar was the responsibility of Mr. Thomas Santoro who also organized and supplied the copy.

The layout and design was prepared by Mr. Frederick Beaver, high school art teacher. All line drawings were submitted by students in his art classes.

The photography, graphics and printing were done under the direction of Mr. William Weitzmann, and produced by students in his photography and graphic arts classes.

The purpose of providing you with this school calendar is to keep you, as parents and taxpayers, better informed as to the activities and policies of the Stroudsburg Area School District. Since it is for your use, we will welcome all of your suggestions for its improvement. You will be notified of changes or additions as the year progresses

Please address your suggestions to the B. F. Morey School, 1044 West Main Street, Stroudsburg, Pa., 18360 or call 421-6371.

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VIEW

Stroudsburg Area School District Newsletter

Vol. 1, No. 1 October, 1975

WELCOME TO "VIEW"

Several months ago it became apparent to many people that the lines of communication between the school and community were not as complete as we would like to believe. A decision was made to improve this system of communications with a planned school-community relations program. The first step was to create a system to disseminate local school news to the media. (newspapers, T.V. and radio) The second step was the publication of a district calendar listing nearly all school events for the 1975-76 school year. The third step in our efforts to keep you better informed about the schools is the publication of VIEW, the first Stroudsburg Area School District newsletter. Future publications of VIEW will provide you, not only with up to date information on school board and administrative policies and decisions, but on new and unique things that are happening in individual classrooms.

We welcome any and all comments and suggestions for ways to make this newsletter more informative and valuable for you. Please address all comments to: School/Community Relations, B.F. Morey School, 1044 West Main Street, Stroudsburg, Pa., 18360 or call 421-6371.

SCHOOL DISCIPLINE-CHANGING TIMES!!!

School districts throughout the country have come under a great deal of criticism in recent years concerning student disciplinary procedures.

An overwhelming majority of parents and citizens feel the schools have become too lax in handling disciplinary problems. Most of the local school policies dealing with school discipline have been influenced a great deal by federal and state agencies and court decisions and by the Bill of Student Rights and Responsibilities.

One of the greatest concerns deals with corporal punishment in schools. Many states have outlawed the use of any form of corporal punishment. The Pennsylvania State Legislature, although not ruling out the use of corporal punishment, has developed a few guidelines which districts must follow. The legislature has ruled that school districts are now truly "in loco-parentis" (having the same rights of parents over children while in school.) If a parent uses corporal punishment on their child in the home, the school may also exercise this form of discipline. However, if a parent does not use corporal punishment at home, teachers and administrators may not use it at school. There are four exceptions where corporal punishment may be used, even without parent approval. They are: 1. to quell a disturbance; 2. to obtain possession of a weapon; 3. for self defense; 4. to protect persons and property.

In complying with the law, the Stroudsburg Area School District has adopted a disciplinary policy which permits the use of corporal punishment. A parent who does not use corporal punishment on his child at home and who does not wish to have teachers and school officials use it on his child during his stay in school must notify the school of his wishes "in writing." The school will comply with this request.

DISCIPLINE IN THE ELEMENTARY SCHOOLS

How is the problem of discipline handled in some elementary schools today?

In the Stroudsburg Area School District some elementary students are learning values and self-discipline through the use of a program called "DUSO", a social studies humanistic approach.

The program consists of materials such as puppets, records, etc. which are designed to help, even very young, children understand social and emotional behaviour. The programs in use deal with real-life situations, problems and behaviors Children act out positive, as well as negative, behavior. then offer solutions.

Ask any child who knows "DUSO." You'll see how DUSO works!

ELEMENTARY REPORT CARD EVALUATION

The elementary school staff is continuing their study and evaluation of reporting student progress to parents. The information supplied by the parent survey, taken last Spring, will be used to help guide their study. In addition to teacher participation, parents from the Community Advisory Committee will also be involved. If an acceptable card can be developed in time for printing prior to the second reporting period, we will use the new card this year. The Middle School will also be involved in revising their report card, to keep in line with the card developed in the elementary schools.

STROUDSBURG TESTING PROGRAM

A committee of parents, teachers and administrators is presently studying the standardized testing program for grades K-12. For several years we have been concerned because many of the tests we are using had rather little relation to what we were teaching students. In other words, the testing program does not seem to be relavent to our school or community needs.

Dr. Thomas Rookey, from East Stroudsburg State College, is assisting this committee in determining the testing needs of our district and in evaluating and selecting the newer tests available.

MIDDLE SCHOOL UP-DATE

Although still only in the first few weeks of the second year of operation, the Middle School, as well as all the other schools in the district, was off to a very smooth start. Having corrected the first year "kinks", the Middle School is operating at near 100% efficiency. Of the many unique and interesting things which are occurring daily, two things are particularly pleasing. 1. There is a very high spirit of cooperation between students, staff members and parents. 2. There is an attitude on the part of everyone involved to help every student meet success.

Balance is a key to so many things in life. This is also true of our Middle School program. We feel we have developed an excellent balance between required academic learning and opportunities for student choices.

Academic learning and achievement is crucial in all schools. Every Middle School student has 45 minutes per day in each of the five fundamental subjects; Math, Reading, English, Science, and Social Studies. Students also receive instruction in Music, Art, Home-Economics, Industrial Arts and Physical Education. In addition, every student will have participated in 12 Exploratory Experiences by the end of the school year. This exploratory program has been so successful, we are seriously considering holding an Exploratory Night, similar to our Unified Arts Night.

We hope to see all parents and other interested community members at our Open House, parent conferences and the many special programs throughout the year. It is only with a close cooperation between the community and school that we can achieve the kind of success we all want for our children.

SCHOOL BOARD OPENS ALL MEETINGS

The Stroudsburg Area School Board will not hold closed meetings. This decision was reached in order to keep residents informed as to how the board operates and to the manner in which decisions are made. Regular monthly meetings are the third Wednesday of each month. Special meetings may be called at any time and will all be open to the public, except when individual "personnel" problems are being discussed.

Any local resident who has an important and relavant topic to be discussed at a board meeting will have an opportunity to speak. However, in order to be placed on the agenda, a request, "in writing",. stating the topic to be discussed, must be received ten days prior to the third Wednesday of the month. Please address all requests to the Secretary of the Board, 123 Linden St., Stroudsburg, Pa. 18360

OPEN HOUSE AT HAMILTON

Open House has taken on a new dimension at the Hamilton School. Instead of one long evening of halls bursting with humanity, and teachers near breathless from greeting visitors, each grade holds their own program on a different evening. Parents arrive at 7:30 P.M. with their children. The children are then sent to view a move and parents remain in the classroom to hear teachers explain programs and answer questions. After approximately 30 minutes, the youngsters return to show parents samples of their work, as well as other areas of interest in the room. To top the evening off, refreshments are served in the cafeteria and books may be purchased from the P.T.A. Book Fair.

Although this program is experimental this year at the Hamilton School, parent and teacher reaction will be surveyed and the program may be expanded to other schools in the district.

PROBLEM SOLVING PROCEDURE

During the school year, problems may arise which may affect you and/or your child. If such a problem does arise, please make every effort to have it solved or to find out the correct information by using the following procedure:

First-contact the teacher or guidance counselor who might have first-hand knowledge of the situation.

Second-if you are not satisfied with the results of the first step, bring the problem to the attention of the building principal.

Third-if no solution is reached at step two, contact the director of the elementary schools, middle school or high school.

Fourth-contact the Superintendent if no solution has been reached at the first three steps.

Fifth-should no solution be reached through step four, your final action should be to contact the school board.

EMERGENCY CLOSINGS

There are times during the year, because of health and safety hazzards, when it becomes necessary to close school or delay their openings. Announcements will be made by the following radio stations:

STATION	DIAL	BEGINNING TIME OF ANNOUNCEMENTS	
WVPO	840AM 93.5FM	November	6:45
		December	7:15
		January	7:30
		February	7:00
		March	6:30
WEEX	1230AM	24 hours	
WQQQ	99.9FM	24 hours	
WARM	590AM	24 hours	

Parents should anticipate an early closing when inclement weather prevails and should either arrange to be home or to have instructed their child to report to a neighbor.

SPECIAL NOTE TO PARENTS

The School Calendar was published for your convenience in locating and noting school events and activities which may be of interest to you. We will adhere to the scheduled activities as closely as possible. You will receive notification of any changes in this schedule. If you find errors, please notify us so that we may make corrections in future publications.

SCHOOL DIRECTORY

CENTRAL OFFICE - 421-1990
Samuel O. Wells, III, Supt. ext. 55
John T. Kupice, Asst. Supt. ext. 41
Richard Talbot, Adm. Asst. ext. 30

HIGH SCHOOL - 421-1990
John T. Kupice, Director ext. 41
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MIDDLE SCHOOL - 421-4834
Paul T. Harakal, Director
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ELEMENTARY SCHOOLS
Russell A. Treible, Director
421-1990, ext. 36

Ralph Knauf, Principal
Clearview - 421-7277
Hamilton - 992-4960

Thomas Santoro, Principal
Morey - 421-6371
Ramsey - 421-3160

YOUR SCHOOL BOARD

John H. Parker - President
Walter J. Adelmann - Vice president
John P. Lim, M.D. - Secretary
T. Manning Curtis
Paul L. Edinger, Jr.
Bernard Frantz
Alice Luongo
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STROUDSBURG AREA SCHOOL DISTRICT
STROUDSBURG, PA. 18360

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V. 2

.VIEW Stroudsburg Area School District Newsletter

Vol. 1, No. 2 December 1975

IN SERVICE TRAINING

Several times during the year, schools are closed to children, but open to teachers, in nearly every school district throughout the nation. These days are used for "In-Service" sessions and are scheduled in addition to the 180 days required for student attendance. There has always been a general lack of understanding on the part of the public concerning just what these in-service sessions are. What goes on? What are the teachers doing?

The purposes of the in-service sessions are to train teachers on the use of existing and newer techniques for instructing children, to keep them abreast of new materials and supplies to be used in the classroom, and to keep them up-to-date on new thoughts, trends, and theories which are constantly changing in education. Although the topics of these sessions sometimes arise spontaneously out of an urgent need, most of them are carefully planned weeks, and in some cases, months in advance.

During the past six years Stroudsburg teachers have had in-service sessions on topics such as writing and using behavioral objectives, curriculum development, open education, teacher evaluation, long range planning, effective team teaching, student testing and evaluation, report cards, discipline, student records, student rights and responsibilities, school law, state recodification, drug and alcohol abuse, safety prevention, first aid, community involvement in the schools, building renovations, the role of community agencies in the schcols, etc.

Teachers and administrators spend a full day listening to and watching demonstrations and participating in follow-up discussions in order to do a more effective job teaching and guiding your children.

ELEMENTARY GUIDANCE PROGRAM

Earlier in the year it was reported that district administrators and staff would be working on developing a guidance program in the elementary schools in order to help correct and prevent behavior problems before they become deep-seated.

That program has finally become a reality with the employment of Mr. Romeyn Vose, elementary guidance counselor, who began working in October. This program is being made possible through a federal grant which is designed to encourage school districts to begin elementary guidance programs. The federal project provided for one counselor per school district, no matter what the size of that district. The funding, which totals $20,000 is provided for only one year with the hope that the local district will

assume the costs of providing their own permanent program. It should be noted that of the $20,000, over $8,000 will be used for supplies and materials.

Since we could employ only one counselor, it was felt that he could not possibly do an adequate job counseling over 1,300 students. A decision was reached to have a counselor begin his first year of the program by working with students in two of the four buildings.

Mr. Vose, a native of Scranton, will be counseling students in the Morey and Ramsey schools. Although Mr. Vose will be working with some serious discipline problems, his work will primarily be with students and teachers in helping clarify values, and in helping children understand their own behavior and feelings. A good deal of his counseling with the elementary children will center around the "DUSO" kit, a program which uses puppets, records, filmstrips, charts, and role playing to help children understand social and emotional behavior.

If the program is as successful and valuable as we hope it will be, there will be a possibility of employing another counselor to serve students attending the Clearview and Hamilton schools. A report on the progress of this program will be made later in the year.

MIDDLE SCHOOL REPORT

As we approach the holiday season, the Middle School is functioning very smoothly. The recent Parent-Teacher Conferences were very successful and involved 1,003 families. The academic program of forty-five minutes daily in math, reading, English, science, and social studies is progressing well, with students being exposed to many different types of learning experiences. Students at the end of the year will have had 900 forty-five minute academic periods in the basic skills and fundamentals area.

Many of the Lunch/Free Activity programs are producing special assembly and evening programs. We hope all parents will make a special effort to attend the special Unified Arts Night during the holiday season. It will be held from 7 p.m. to 9 p.m. on Thursday evening, December 18. Special activities are being prepared for this program, which will be held in the Unified Arts Area.

Many special after-school activities are available to your youngster. Programs in wrestling, basketball, cheerleading, judo, and swimming are currently being offered.

A communication on dress for physical education was sent home with your youngster on November 25. It detailed the change in dress for students taking gym, which will become effective on Monday, January 5, 1976. Every effort has been made to be fair and reasonable.

The next Parent Tour conducted by the Home/School Association was held on Tuesday, December 9, from 10 a.m to 11:15 a.m. This is the third parent tour conducted during the school day this year. Attempts were made to vary times and days to make it possible for all parents to attend. If there is sufficient parent interest, tours will be continued throughout the year. We are proud of our school and want parents to have the opportunity to see their child and their school in operation. We have many visitors from all over the country on a weekly basis, but the visitors we are most proud of are our parents with children in our school.

As the holiday season rapidly approaches, I want to thank all students, parents, teachers, administrators, board members, and community members for their outstanding cooperation during 1975. We have been very successful because of the close cooperation, communication, and effort of the entire "team." It has been the pleasure of the entire staff and administration to serve this community by making a strong effort to provide your child with the best educational experiences possible so that he can succeed in life. Our sincere appreciation goes to everyone who has made this possible.

VIETNAMESE CHILDREN ARRIVE

Eighteen Vietnamese children were enrolled in the Stroudsburg Area School District during November. Twelve students are in the Ramsey School, two at the Hamilton School and four at the Middle School. Because of the severe language barrier and the fact that these children received little, if any, school in Vietnam, they were all placed below their actual grade level.

Since none of the Vietnamese can speak English, they all have to receive individual instruction with our own teacher-prepared material. Although this is taking a tremendous amount of extra work, teachers are to be commended on their willingness and effort in providing for the needs of these children. Plans are under way to get additional help in instructing the students in English.

The concern, affection and courtesy displayed by the other children in the classrooms when the Vietnamese children were introduced was very impressive. This is the kind of spirit that has helped make this country the greatest in the world.

PROBLEM SOLVING PROCEDURE -- PLEASE!

Although this problem solving procedure has appeared in the district calendar and in the first district newsletter, board members, administrators and teachers have asked that it be reprinted in LARGE LETTERS. Many people who are the personal friends of an administrator or a board member will often by-pass the first few steps. This could not only have the effect of wearing a friendship thin and creating bad feelings, but will slow the process of finding an accurate answer or solution. Most persons become offended when a complaint or problem is brought to the attention of a superior before those personally involved are given the courtesy of having the first opportunity to find a solution or answer.

Since a thorough investigation must start from the very beginning, PLEASE follow these procedures in order to get a quick, accurate response.

First--contact the teacher or guidance counselor who might have first-hand knowledge of the situation.

Second--if you are not satisfied with the results of the first step, bring the problem to the attention of the building principal.

Third--if no solution is reached at step two, contact the director of the elementary schools, middle school or high school.

Fourth--contact the superintendent if no solution has been reached at the first three steps.

Fifth--should no solution be reached through step four, your final action should be to contact the school board.

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Seasons Greetings

From the Board of Directors
and Staff
of the
Stroudsburg Area School District

STROUDSBURG AREA SCHOOL DISTRICT
STROUDSBURG, PA. 18360

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V - 2

VIEW Stroudsburg Area School District Newsletter

Vol. 1, No. 3 February 1976

CONSUMER EDUCATION AT S.H.S.

Due to the advanced state of world technology today, one of the greatest needs facing our society is to become more knowledgeable about the products we buy and use. It is sometimes frightening to find how relatively little factual information is publicly available about the everyday things we use, wear and eat.

Our local, state and federal legislatures, along with countless regulatory agencies are just beginning to scratch the surface of not only regulating but holding industry accountable for the performance and the effects of their products.

Several years ago, a few outspoken consumer advocates, including the now famous Ralph Nador, began publicizing the results of their investigation which gave proof of the illegal, irresponsible and sometimes lethal practices of some businesses. These initial investigations led to the establishment of larger and more vocal consumer groups with the prime purpose of "encouraging" government to exert greater controls over industry. Although these groups have made great strides in pressing for more legislative controls, there is still a great deal to be done.

One of the major problems that lies ahead is getting the ever increasing information about products to us, the consumers, so that we can intelligently choose the best products for the money we pay.

The Stroudsburg High School has been a leader in our area in consumer education. Several years ago our high school offered general economics as part of the social studies program. Three years ago, under the influence of Ira Nagler and Bruce Baustien, both social studies teachers, the content of this course was changed to include consumer education.

According to Nagler and Baustien, good citizenship today must include the interest and ability to make the most economic and efficient use of resources. The biggest problem consumers face is a lack of factual information about the many products on the market. The two teachers say one of the most important functions of regulatory agencies is to provide consumers with all the available information about the items they buy. Also included as part of the consumer course are: general family budgeting and the handling of money, banking and savings, filling out income tax forms and examining interest charges and credit purchases. Two major sources for materials used in the course are the Consumer Reports magazine and the New York Times newspaper. Resource people from the community and school are also often asked to talk to the classes about specific areas of consumerism.

Another extremely effective technique used is to have the students conduct trips to compare prices and quality of products in our stores in Stroudsburg. An interesting note in closing is that, although general economics has always been required, consumer education is now considered so important and valuable in helping students become complete citizens that it has become a required course for graduation from Stroudsburg High School.

FIRST AID COURSE OFFERED

Mrs. Barbara Richards, elementary school nurse,is instructing several Stroudsburg area teachers and secretaries in first aid. Eleven teachers and four secretaries are taking the course which is held one day per week after school.

For several years there has been a need for people in each building to have the knowledge necessary to deal with situations which could require first aid when a nurse or physician is not immediately available. This need is now being met through the instruction offered in this course.

The persons enrolled in the course are: Margaret Quinlan, JoEllen Griffin, Carol Walker, Dorcas Pyle, Mary Cramer, Jean Heller, Lois Sheeley, Elva Thomas,Ellen Green, Nancy Beck, Evelyn Stevens, Margie Decker, Annabelle Peechatka, and Susan Frantz.

Upon completion, each of the participants named will be certified in Red Cross First Aid and Personal Safety.

MIDDLE SCHOOL RANKS AMONG BEST

Dr. Conrad Toepfer, from the University of Buffalo, one of the top five national leaders in the middle school movement, spoke to the Stroudsburg Middle School staff during an in-service program in December.

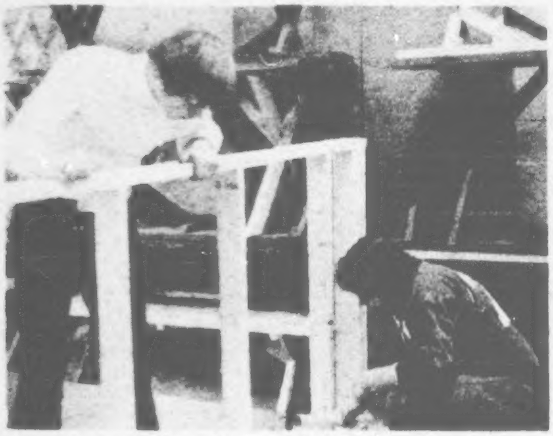
Mr. Toepfer, who specializes in working with, organizing, and evaluating middle schools spent three days at the Stroudsburg Middle School.

Among many comments made to the staff was the statement, "You have one of the ten best middle schools I've seen." Dr. Toepfer has worked with middle schools in forty-six of the fifty states. He also stated Stroudsburg Middle School is on the same level of excellence as the Decatur, Alabama Middle School, in operation for eight years, and the Upper St. Claire, New York Middle School, in operation for ten years.

The activities Dr. Toepfer cited as helping to make the school successful are the exploratory and enrichment programs, the fine basic academic program, the cooperative attitude of the staff, the concern for each child to achieve success, and the overall school organization.

He stated the Stroudsburg Middle School has one of the most complete programs developed to date.

Several of Dr. Toepfer's comments indicated his surprise at the middle school program being so complete and so successful after only one and one-half years of operation.



STUDENT WOODWORKING PROJECTS

The woodworking classes of the Stroudsburg High School Industrial Arts Department have taken on several rather interesting projects this year. The woodworking teacher, Mr. Richard Griffin, has had the students put their training and skill to some practical use.

Earlier in the year students in three classes made saw horses and over forty picnic benches and tables. Much of the skill they developed on these two projects is now being used for the final major project of the year; the construction of 8' x 12' wood and equipment tool sheds.

Construction of these sheds requires the same skills and principles used to frame a full size house. Mr. Griffin will also give the students some experience in assembly line construction while building these sheds. All completed projects will be sold for the cost of the material used in construction.

The students greet these classes with a great deal of interest and enthusiasm because of the obvious application of the skills being learned to everyday life.

FOREIGN LANGUAGE AND CULTURE

Foreign Language classes do not consist purely of language and grammar usage as they did years ago. Today's students become much more involved in the social culture of the country whose language they are studying.

Several years ago, Mrs. Lore Baymore, Stroudsburg High School German teacher, began teaching German folk songs as part of the culture of Germany. She suddenly found the students started sounding pretty good and were soon getting invitations to sing for church and civic groups.

Remember, these are regular German students, not a special choral group. During the school year they will make four to six performances. This seems to be an excellent illustration of the more relevant and enjoyable activities and techniques teachers are using to instruct students.

LATE BUSES!

District personnel have received complaints from parents regarding buses that are either late, early, or that do not show up at all.

Parents have asked if there is a way for them to be informed when a bus is going to be late. There are times when buses will break down on the road and we often do not receive this information until parents begin calling. However, effective immediately, we will call WVPO and ask that they announce bus delays when we do have advance information that they will be running late. Unfortunately, you will not be able to get immediate information when a bus is delayed because of mechanical problems on the road. We must apologize for your inconvenience and worry when this does occur.

REGISTRATIONS FOR SCHOOL

Preschool registrations are now being received in the Stroudsburg Area School District for children entering kindergarten next fall.

To be eligible for kindergarten a child must be five years old before February 1, 1977. Parents may register their children by telephoning the elementary school within their area. Telephone numbers can be found in the School Directory which follows. Registrations will be received between 9 A.M. to noon and 1 P.M. to 3:30 P.M.

SCHOOL DIRECTORY

CENTRAL OFFICE	- 421-1990	
Samuel O. Wells, III, Supt.		ext. 55
John T. Kupice, Asst. Supt.		ext. 41
Richard Talbot, Adm. Asst.		ext. 30
HIGH SCHOOL	- 421-1990	
John T. Kupice, Director		ext. 41
James Hantjis, Principal 11/12		ext. 37
Karl Dickl, Principal 9/10		ext. 31
MIDDLE SCHOOL	- 421-4834	
Paul T. Harakal, Director		
Woodrow Berger, Principal		

ELEMENTARY SCHOOLS
Russell A. Treible, Director
421-1990, ext. 36

Ralph Knauf, Principal	
Clearview	- 421-7277
Hamilton	- 992-4960
Thomas Santoro, Principal	
Morey	- 421-6371
Ramsey	- 421-3160

YOUR SCHOOL BOARD

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Paul L. Edinger, Jr. - Vice-President
John P. Lim, M.D. - Secretary
Bernard Frantz - Treasurer
Richard Hammond
Joan Patterson
Donald M. Stone
Walter J. Adelmann

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APPENDIX W

Memos to staff requesting articles for first newsletter

TO: All Administrators, Guidance Personnel, Department Heads, Directors,
Coaches, Class Advisors, Classroom Teachers.

FROM: Thomas J. Santoro

RE: District Newsletter

DATE: September 18, 1975

As most of you are aware, the district is planning publication of a series of newsletters to be mailed home to parents this year. The first publication will go out during the month of October. Many of you will have articles you would like included in this first publication. Please submit these articles to me addressed to the Morey School before October 3, 1975.

This newsletter is part of our continuing and growing effort to keep parents in our community informed as to what we are doing in our school system. Let's try to make this first publication a really good one!

Thomas J. Santoro

To: Administrators, Guidance Personnel, Department Heads, Directors, Coaches, Class Advisors and Classroom Teachers
From: Thomas J. Santoro
Re: District Newsletter
Date: November 7, 1975

With a great deal more work and effort than I had anticipated, the first publication of VIEW was completed and mailed to parents and teachers. I will welcome any and all constructive criticism and suggestions any staff member has on ways to improve this publication.

The second newsletter will be printed and mailed during the week of December 8. If any of you have an article of interest which you would like included in this second publication, please get it to me no later than November 26. Submit these articles to me, addressed to the B.F. Morey School. If you prefer, please call me and I'll be glad to talk to you about any idea you may have for an article.

Please remember that we all benefit every time the community hears about the good things even one staff member is doing.

APPENDIX X

Rebuttal to Community Advisory Committee's attack on school budget

X

STROUDSBURG AREA SCHOOL DISTRICT

SCHOOL BOARD REPORT

REPORTED BY: THOMAS SANTORO DATE: June 18, 1975

In May of 1974 I came before this School Board with a proposal to build a School-Community Relations Program. All the evidence I had accumulated over seven months of research indicated Stroudsburg had the poorest Public Relations Program in the area. Parents and tax payers did not know what we were doing. They knew nothing about many of the fine programs we have for students. Many neighboring districts received publicity for new innovative programs that Stroudsburg had in operation for years. Why? "We" never took the initiative to tell the community what we were doing.

The primary purpose of this program was to improve communications with the community and to let them know what we were doing and why.

The more research I did while preparing this proposal, one fact became increasingly apparent. In order to improve the image of the schools, parents and tax payers must be involved in this communications process.

All current experts in school public relations indicate one of the best ways of involving the community is to form a lay advisory council. Lay or Community Advisory Councils are not new to education. The highest rated school districts in the country have organized these groups to help keep the community informed and to help improve the educational process.

Districts, as a matter of fact, may no longer qualify for a Title I program in the state of Pennsylvania if they do not have a parent advisory council to help plan the Title I program.

This concept is not new and is, in fact, being required of districts in many states throughout the country.

Although having no legal authority, these lay councils do serve the following purposes:

1. To assist school officials in the development of relevant educational policies and programs.

2. To help identify needs and work toward the solution of related problems.

3. To interpret educational programs and policies to fellow citizens and enlist their support.

X

4. To bring community information, opinion and planning to responsible school officials.

5. To influence public attitude and opinions in support of programs to improve the school system. .

In November of 1974 the first meeting of the Stroudsburg Community-Advisory Council was held. In order to ensure a representation from all the geographic areas in the district, two parents were chosen from each Elementary School, four from the Middle School and four from the High School.

We met monthly discussing topics such as the questionnaire done at the end of the 1973-74 school year, student rights and responsibilities, the re-codification, the quality of the High School program, the athletic program, and school bussing.

Since many people do, in fact, hesitate bringing complaints and criticism directly to school board members and administrators, one primary function of this committee is to act as a sounding board for other community members. Many complaints, criticisms and questions were brought to my attention and I in turn found answers and explanations. When the council heard rumors that a building might be closed, aids eliminated and teachers laid off because of a budget crunch, they formed a task force to organize a list of parents and community members who would volunteer their services to the schools to help take up the slack. The purposes of the council are positive. They are sincere about helping to improve the educational program and the image of the district. They pledged themselves, a few months ago, to thoroughly investigate issues before making public statements or recommendations. However, in their haste to jump on the band wagon in criticizing the board and administration they violated this pledge last Tuesday evening when their president made some statements based on inaccurate and incomplete information.

Pennsylvania, along with New Jersey, has the most complicated school financial structure in the nation. Experts agree that no more than two or three people in the entire state thoroughly understand our system. Mr. Wells, in spite of the intense abuses and criticisms he has undergone, especially in recent weeks has spent several years in becoming one of our state's most knowledgeable superintendents on school finance.

The Community Advisory Council, pressed for time, spent about three hours examining our 75-76 school budget. Three hours to examine a budget that takes experts years to thoroughly understand. Based on their "thorough" three hour examination, the president came before you and the audience and stated there was substantial "fat" in the budget. Exactly how much fat? Based on a rumor, the president criticized the board for spending $26.00 a pair for sneakers for all athletes. Had the council thoroughly investigated this charge with Mr. Wayne Hulsizer, Athletic Director, they would have found that we spend an average of $12.99 for sneakers. Maybe we shouldn't pay for sneakers at all. However, that is not the question I am raising here. The question I am raising deals with the credibility of the Community Advisory Committee and the accuracy of their information.

The Committee's task force also implied the board had built fat into the budget through the approprioation of $36,000 for student activities. Had the council thoroughly examined this expenditure they would have found that it has become more or less a fixed charge. Elimination of the student activity account would virtually spell the complete elimination of our inter-scholastic program, including football and basketball, since all coaches salaries are paid out of this fund. It would mean we would have no school sponsored dances or clubs for our youth. The payment of $10.00 to a teacher to chaperone a dance, for example, is considered so low that on several occasions a principal and a secretary had to chaperone dances, because no teacher volunteers could be found. If this $36,000 expenditure for student activities is dropped, the entire student activities program, including inter-scholastic sports, would have to be eliminated.

The Council has denied the charge that their investigation will become a "witch hunt". However, given a very complex school financial system, a very suspicious and antagonistic atmosphere, and the lack of time, personnel, and commitment to become "financial experts", the council's work could very well become a witch hunt. If they become possessed with solving our financial problems and make additional statements based on their personal values, rumors and inaccurate information, they will further erode their credibility and overshadow the good work they will be doing. And I say good work because they really do have some sound, constructive projects and purposes which are aimed at helping to improve our system.

I still sincerely believe in this council. I believe they are intelligent, well-intentioned people who are genuinely concerned with our school system and it's continued improvement. Being newly organized and inexperienced, they became entangled in the worst controversy in the history of this district. I hope once this issue is over they will once again turn to their more constructive projects and rebuild their credibility. If they wish, I will voluntarily continue to work with them for as long as they desire my services in efforts to improve the communications between the school and community.

APPENDIX Y

Memo to staff announcing second year of P. R. program

September 12, 1975

STROUDSBURG SCHOOL COMMUNITY RELATIONS

The need for the Stroudsburg Area School District to improve its image this year, for obvious reasons, will probably be the greatest in the history of the district.

The purpose of the School-Community Relations Program is to meet that need by making "you", the classroom teachers, look good. If any one group-SATA, the administrators, the board, the secretaries and clerks, the custodians, the kids, receive poor publicity, it gives the entire district a black eye. Even if only one teacher is responsible for a bad incident, or a single administrator makes a senseless decision, or a board member makes an irresponsible public statement, the entire district suffers. Lord knows, our faults and errors are publicized in the community with no special communications effort from anyone in the district. With your cooperation, this program will make you look good by letting the community know about the positive things a large percentage of teachers are doing, both in and out of the classroom.

The people who will be serving as building representatives this year will be:

High School ---- George Bushta & Charlotte Houchin
Middle School --- Linda Kortz & Bonnie Hermanovitch
Clearview ---- Bruce McIntire
Hamilton ---- Connie McCool
Morey ---- Margie Decker
Ramsey, ---- Peg Quinlan

Please, for your own good, personally and professionally, cooperate with these people. We're all going through some difficult times right now but things will improve with a little effort from all sides.

Thomas J. Santoro

APPENDIX Z

Parent opinion survey to be included in June Newsletter

PARENT SURVEY

The primary purpose of VIEW is to provide you, as parents and taxpayers, with information about the schools. In order to make this publication more valuable we would like to know the kind of information you want.

Please take a few minutes to complete the survey below and return it to: Thomas J. Santoro, B.F. Morey School, 1044 W. Main St., Stroudsburg, Pa. 18360.

- -

Rank the following items you would like to learn more about according to the most important (1) to the least important (10).

____ School Board policies and regulations.

____ Student accomplishments and honors.

____ Staff accomplishments and honors.

____ Support services (busing, health services, guidance, etc.)

____ Athletics.

____ Curriculum development and improvement (Reading, Math, English Science, etc.)

____ Monthly schedules of events and activities.

____ School rules and regulations.

____ State laws that affect our local schools (Student rights and responsibilities, discipline, records, curriculum, etc.)

____ Budget - an explanation of how and where we spend money.

Do you feel VIEW is a valuable source of information about the schools? No__Yes__

If you have further suggestions or comments, please list them on a separate sheet of paper and return it with the survey. With your cooperation we hope to make VIEW more useful and informative for you.

APPENDIX AA

Letters of evaluation from three central office administrators

Stroudsburg High School
WEST MAIN STREET STROUDSBURG, PENNSYLVANIA 18360

Grades 11-12
JAMES W. HANTJIS, Principal
RAYMOND R. SERFASS, Counselor
Grades 9-10
KARL H. DICKL, Principal
ROBERT R. WERT, Counselor
Telephone (717) 421-1990

Dr. JOHN T. KUPICE, Director of Secondary Education

March 26, 1976

Mr. Murray R. Heyert
Practicum Department
National Ed. D. Program for Educational Leaders
Nova University, College Avenue
Ft. Lauderdale, FL 33314

Dear Sir:

I am happy to support the work of Mr. Thomas Santoro in the Nova program. Mr. Santoro developed a Public Relations program in our school district. Prior to 1974 we had no formal approach to informing the community of the events and operations of the schools.

My observation is that Mr. Santoro has developed a program that functions successfully. Each building has had teams of teachers responsible for regular input of information. New teams were formed each year to provide a broader base of experience and awareness in public relations. At the beginning of the project he distributed a survey to establish a preliminary status of public relations. Earlier this year he conducted another survey questionnaire to evaluate progress or results.

Mr. Santoro presented the entire proposal to the Board of School Directors for district approval. I attended the meeting. He outlined the needs as identified. His recommendations included a district calendar of events and a newsletter at district level. The calendar was coordinated by Mr. Santoro. He used the Graphic Arts Department of the high school. I trust that a copy of the calendar would appear somewhere as an appendage to his project. The newsletter is distributed to the community through a low-rate mailing system. I would judge that both the calendar and the newsletter are functioning well.

Mr. Santoro invited me to the community adivsory committee meetings. I attended a number of the meetings in the 1974-75 school year. Gradually the committee was directed toward a viable and valuable addition to our program.

Mr. Santoro was given part-time authority and responsibility for public relations by the Board of School Directors. It is my observation that public relations have improved greatly in the past several years. Many more positive communications are reaching the community. We can attribute part of our improvement to our public relations program. The program is a valuable part of present and future plans. Mr. Santoro has done a good job for the district.

Respectfully yours,

John T. Kupice

Dr. John T. Kupice
Director of Secondary Ed.

JTK/mhs

STROUDSBURG AREA SCHOOL DISTRICT
123 LINDEN STREET
STROUDSBURG PENNSYLVANIA 18360

Russell E. Treible
Director of Elementary Education

SAMUEL O. WELLS, III
SUPERINTENDENT

JOHN T. KUPICE
ASSISTANT SUPERINTENDENT

March 26, 1976

Dr. Murray R. Heyert
Practicum Department
Nat'l Ed. D. Program for Educational Leaders
Nova University, College Avenue
Ft. Lauderdale, Florida 33314

Dear Dr. Heyert:

This letter is to provide Nova University with my written observation report on the Stroudsburg Area School District Public Relations Practicum Effort as coordinated by Mr. Thomas Santoro over the past two years. Prior to Mr. Santoro's efforts the Stroudsburg District did not have an organized P. R. Program.

During this two year time period, Mr. Santoro administered a pre and post opinion questionnaire to help identify areas of need for improving public relations and to help evaluate the program. He organized the provided extensive teacher training sessions for using staff personnel as local school reporters. A community advisory committee was also organized as part of the P. R. Program.

Through Mr. Santoro's efforts the District received an extensive increase in public relations communication through the local news media of newspaper, radio, and television. For the first time an annual Activities calendar and a Bi-monthly District newsletter were published.

In evaluating Mr. Santoro's Public Relations Program efforts, it is my opinion that a District committment to this vital needs area has been made through this Practicum. The success of what Mr. Santoro has done is observable by the increased parent interest in what is happening at all levels of education within the District. Such reporting has surfaced much that is good but also what is questionable. I doubt if the full impact of what Mr. Santoro has started in the Stroudsburg Schools has been reached but merely scratched. With the continuation and expansion of his original Public Relations Program we should experience much improvement in communications with the public, greater public support for educational programs, AA

and increased parent involvement and activity within our schools. Mr. Santoro has helped us bridge the chasm between education and the public within our community through his Public Relations Practicum efforts.

Sincerely yours,

STROUDSBURG AREA SCHOOL DISTRICT

Russell E. Treible

Russell E. Treible
Director of Elementary Education

RET:sc

Stroudsburg Middle School

CHIPPERFIELD DRIVE
STROUDSBURG, PENNSYLVANIA 18360
Telephone (717) 421-4834

SAMUEL O. WELLS, III
Superintendent

PAUL T. HARAKAL
Director of Middle School Education

WOODROW W. BERGER
Administrative Principal

March 29, 1976

Mr. Samuel O. Kaylin
Practicum Department
National Ed. D. Program
for Educational Leaders
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

Thomas Santoro, an elementary principal in the Stroudsburg Area School District, has been devoting much time and energy over the past two years to a practicum in public relations. Up to this point, our district did not have an organized public relations program, and it was desparately needed to improve our communication and our image within our community.

On a part-time basis, Mr. Santoro has district-wide responsibility for coordinating our public relations program. Over the past two year, Mr. Santoro has administered questionnaires, formed a community advisory committee, and trained teachers to assist in operating the public relations program. He has also developed a district-wide parent newsletter, published an annual activities calendar, and has been responsible for many articles appearing in the local mass media..

In my opinion, Mr. Santoro's efforts have been very successful. They have been valuable to the district. Many positive articles have appeared which have helped to inform parents of what is going on in our school, a prime need pointed out by our recent "Needs Assessment." Parents are now aware of the positive aspects of our district. Mr. Santoro is to be commended for his efforts.

Sincerely,

Paul T. Harakal

Paul T. Harakal
Director of Middle School Education

PTH:pas

cc: Murray R. Heyert